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ABSTRACT

During the months of November 1987 through February 1988, the Colorado Springs Public Schools, District 11, designed and implemented a community survey. The survey was conducted to determine community perceptions of public education in the district, assess community expectations for the schools, determine community attitudes toward current educational issues relevant to district planning efforts, measure public support for means of coping with changing fiscal needs, provide a basis for comparing attitudes in the Colorado Springs area with national and state attitudes, and satisfy state accountability and accreditation requirements to survey public opinion. The questionnaire involved over 60 questions and 300 variables. Data were collected via questionnaires and interviews with 350 parents and 350 non-parents. Results provide insights in the areas of general community perceptions of the school district; and perceptions of school programs, communication and community involvement, teachers and teaching, educational facilities, funding, and demographics. The questionnaire, worksheet, and show-cards are appended. (TJH)

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ED299274

# Community Public Opinion Survey

## 1987-1988

Prepared for

Colorado Springs School District 11

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# COLORADO SPRINGS SCHOOL DISTRICT 11

# COMMUNITY PUBLIC OPINION SURVEY

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# SECTION I.

## INTRODUCTION AND METHODOLOGY

During the months of November 1987 - February 1988, the Colorado Springs Public Schools, District 11, designed and implemented a community survey. The research was conducted to accomplish the following objectives:

1. To determine community perceptions toward public education in District 11;
2. To assess community expectations for their schools to provide education in rapidly changing times;
3. To determine community attitudes toward current education issues which are relevant to district planning efforts;
4. To measure public support for various ways to cope with changing fiscal needs;
5. To provide a basis for comparing attitudes in the Colorado Springs area with national and state attitudinal assessments and;

6. To satisfy state accountability and accreditation requirements to survey public opinion regularly and to assess needs and desires for information about the district and its programs at least once every five years.

The study was carefully designed to assure a valid and statistically reliable measurement of Colorado Springs residents' attitudes toward the public schools and related issues. This involved taking steps at each stage of the project to assure a scientifically designed study. Specifically, the following characteristics distinguish this community survey:

1. The questionnaire involved over 60 questions and 300 variables to permit an in-depth study of public attitudes toward public education.

2. The sample consisted of interviews with 350 parents and 350 non-parents to facilitate valid and statistically reliable analyses.

3. The interviewing was done in-home, face-to-face to accommodate the lengthy questionnaire and the use of interviewing techniques that yield more valid research (e.g. showcards).

4. Professional interviewers were used who were trained to be neutral.

5. The report is easy to comprehend and notes strategic implications in addition to general findings.

6. The notebook format allows for the insertion and organization of follow-up analyses.

## I-A. QUESTIONNAIRE

The questionnaire involved over 60 questions and 300 variables. See Appendix III. It was designed by the Colorado Springs Public Schools after reviewing the following studies:

- Phi Delta Kappan Annual Survey of Education, conducted by the Gallup organization.

- 1984 Colorado Department of Education Community Survey, which was modeled after the Gallup Poll of Education.

- William Banach's Community Survey, which is one part of a communications audit and focuses on information flow to the community.

-A study conducted for the Fairbanks Northstar Borough School District (a district with socio-economic characteristics similar to District 11).

-1987 Harris Poll which was conducted for the Carnegie Commission.

-Henry Brickell's policy studies in education priority setting.

The questionnaire developed by District 11 drew from the above studies and included questions specifically designed to assist the district in meeting its research objectives.

Importantly, the questionnaire was carefully developed to be a baseline for future studies to benchmark changes in attitudes and behavior so as to monitor the effectiveness of changes in district programs and communications.

The questionnaire was pre-tested for content and deliverability. It was important to be assured that respondents would understand the questions and that the questions were achieving their research objectives. Showcards were used to facilitate the interview. The interview ranged in length from 40 minutes to over an hour. Again, an in-home, face-to-face interviewing technique was used to permit a longer interview and to assure more valid findings.

## I.-B. SAMPLE DESIGN

A scientific random sample of Colorado Springs residents was used for the study. The sample was stratified to permit more statistically reliable subgroup analyses of parents and non-parents.

Three hundred-fifty parent households were randomly selected. First, all multiple addresses in the district's data base were reduced to one address and then included with the rest of the addresses. One thousand households were then selected using a systematic random selection technique and clustered by elementary school district. Three hundred-fifty households were then randomly selected to be primary sampling units. A quota of 50% males and 50% females was established.

A multi-stage cluster sample based on voter precinct information was used for the sample of non-parents. Census information was not used for the sample because it is too dated and no longer valid. Precincts were randomly selected on a proportionate-to-registered-voter basis (i.e. those precincts with more registered voters were more likely to be selected). Blocks were then randomly selected as were starting points, and direction to proceed. Each sample point had the same number of interviews. Again, a 50% male/50% female quota was prescribed.

Community-wide statistics are based on a weighted sample where non-parents, including parents of pre-schoolers and parents of students in private schools, were weighted 79% and parents were weighted 21%, to correspond to actual representation in the community.

## I.-C. INTERVIEWING

The interviews were administered by professional interviewers who were briefed on the study. The interviewers were trained to be neutral, and to probe and record answers quickly and accurately. They were required to callback twice if the respondent was not at home or busy before substituting another randomly selected respondent. Fifteen percent of each interviewer's completed questionnaires were randomly selected and verified to determine if the interviews were properly conducted.

## I.-D. ANALYSIS AND REPORTING

The questionnaire included questions on the following topics: general perceptions of the school district, school programs, communications/community involvement, teachers/teaching, facilities, funding and demographics. These categories served to organize the analysis and reporting. The reporting for each section includes research findings related to the attitudes of the community-at-large and for subgroups (e.g. parents vs. non-parents). Charts are included that show significant findings and serve to make the report easier to review and comprehend. The reporting also includes comparisons with state and national surveys. Finally, each section has a summary that notes significant findings and strategic implications . An Executive Summary serves to summarize the report and notes findings related to a management study recently completed for District 11. Representative listings of verbatim responses to open-ended questions are included in Appendices I and II.

## I.-E. MARGIN OF ERROR

All public opinion research is subject to a margin-of-error, the difference between a sampling of a population and a complete enumeration of that population. The following table shows the margin-of-error for different sample sizes.

# APPROXIMATE SAMPLING TOLERANCES
# (AT 95% CONFIDENCE)
# TO USE IN EVALUATING RESULTS IN THIS REPORT

| Approximate Sample Size | 90%/10% | 80%/20% | 70%/30% | 60%/40% | 50%/50% |
|---|---|---|---|---|---|
| 700 | 3 | 3 | 3 | 4 | 4 |
| 500 | 3 | 4 | 4 | 4 | 4 |
| 350 | 3 | 4 | 5 | 5 | 5 |
| 300 | 3 | 5 | 5 | 6 | 6 |
| 200 | 4 | 6 | 6 | 7 | 7 |
| 100 | 6 | 8 | 9 | 10 | 10 |
| 50 | 8 | 11 | 13 | 14 | 14 |

For example, 61% of the parents felt "character education" should be included in the public schools. Thirty-eight percent felt it should be left entirely up to other agents (parents or churches). The full sample of parents was 350. So, reading across from 350 to the column for the closest response pattern (60%/40%) the margin of error is 5 . This means that one can be 95% certain that 61% ± 5% (i.e. 56% - 66%) of parents felt "character education" should be included in the public schools.

# II. EXECUTIVE SUMMARY

Interviews with 700 scientifically selected residents in District 11* have yielded information about the relationship between Colorado Springs citizens and their schools. This report highlights the key findings from initial analyses of the interview data. These key findings are organized in the body of the report into categories of General Perceptions, School Programs, Communications/Community Involvement, Teachers and Teaching, Facilities, Funding, and Demographics.

## II.-A. GENERAL PERCEPTIONS OF THE COLORADO SPRINGS PUBLIC SCHOOLS

Colorado Springs residents give their schools high overall marks, both for achievement and for tax value. In general, the Colorado Springs school system is higher rated than districts throughout the state and nation.

*Colorado Springs Public Schools - District 11 - educates more than half of all the students in the Colorado Springs area. There are approximately 1,700 teachers and 31,000 students in District 11. The district consists of 37 elementary schools, nine junior high schools and five high schools. Colorado Springs residents are slightly older and more educated than national averages.

The study yielded these key findings:

-Forty-nine percent of the respondents gave the schools a rating of A or B. Twenty percent replied "don't know/not sure" or did not answer. Parents rated the schools A or B in 70% of the cases, compared to 42% for non-parents.

-Fifty-four percent of the community rated the value that taxpayers in Colorado Springs get back from the money invested in public schools as "excellent" or "pretty good." Only 7% said "poor."

-Thirty-five percent of the community felt the quality of education in District 11 had "stayed about the same" since five years ago. Thirty-eight percent said "don't know/not sure" or no response. Only 26% saw change over this period. Of the respondents who saw change, about twice as many said the quality of education is better.

Support for Colorado Springs schools is fairly uniform and high across all areas of the city. The overall implication is that the district can proceed in its planning efforts with a knowledge of support from Colorado Springs residents at both the district and local school level.

## GRADE FOR PUBLIC SCHOOLS
## PERCENTAGE RATING A OR B

| | |
|---|---|
| Nation* | 43% |
| Colorado** | 41% |
| Colorado Springs Public Schools | 49% |

## II.-B. SCHOOL PROGRAMS

The survey yielded these key findings:

-A majority of respondents felt the goals of academic, career, and personal development to be of equal importance.

-Fifty-four percent of the community felt "character education" should be included in the public schools, 45% felt it should be left entirely to other agents (parents or churches).

* Annual Gallup Poll, 1987

**Colorado Public Opinion Poll on Education, 1984

-There was virtually no support (under 17%) for a "basics only" curriculum.

-All of the 32 programs and services rated were perceived as important. The response ranged from a lowest overall rating of 3.89 - "average importance" to a highest rating of 6.18 - "extremely important" to "vital."

-English, Math, Handicapped, Remedial Skills and Computer Education programs were the highest marked programs, overall. They were also among the highest rated for all three goals: preparation for future academic work, preparation for future employment, and personal responsibilities and fulfillment.

-Ninety-five percent of Colorado Springs residents believe the school system should offer summer school. Sixty-seven percent would support a summer school program funded entirely through student fees. It was not determined whether Colorado Springs residents would prefer a fee supported program to a program funded through school district funds.

-A majority of the Colorado Springs public see the following areas of education as increasing in importance: to write and reason well; to really understand math, science and technology and to be able to use what you know; to figure out what you need to know and how to find it out; and to educate people who can think their way creatively through problems. Similar to national averages, only two out of ten Colorado Springs residents are "very confident' in the ability of their schools to perform in these areas in the future.

-Over 95% of Colorado Springs residents believe college bound students should not have different "tracks" or curriculum.

Colorado Springs residents expect their schools to integrate concerns for academic, career, and personal growth into a consistent system of general education, which they want to be rich and diversified. This overall finding would tend to support the management study recommendations for consolidation of programs, as opposed to cutting some programs and expanding or adding others.

## II.-C. COMMUNICATION/COMMUNITY INVOLVEMENT

The research revealed the following key findings related to communication and community involvement:

-The Gazette Telegraph, calling school staff and watching television are the most popular ways of getting answers to questions about the schools for Colorado Springs residents.

For parents, talking with one's own children and calling school staff are most often used.

-The newspaper is the preferred way for the district to get information to the public. The preferred mode of information for parents is school newsletters and other written communications from the schools.

-The information about the schools of most interest to the general public was teachers and teaching methods (57%). For parents, the most popular topic was their children's progress, mentioned by 93% of Colorado Springs parents.

-Sixteen percent of non-parents said that they had had contact with District 11 in the past six months. For over 50% of these non-parents, their last contact was a visit: athletic event, program for grandparents, looking for employment, public meeting, night school registration, etc.

-Twenty-seven percent of Colorado Springs residents indicated they would be "very likely" to accept an invitation from the Superintendent to take an active role in district-wide educational improvement.

## II.-D. TEACHERS AND TEACHING

The survey of Colorado Springs residents yielded these key findings:

> -Eighty-one percent of the community said that teaching has to change in order to educate students to new and different skills and capabilities which will be needed in the future.
>
> -Colorado Springs residents agreed (72%) that the need to improve education is so great that employment standards for teachers should be raised and teaching made a career with better pay and more independence. They felt this would attract more talented people to teaching. There was the same level of agreement among parents and non-parents.

Teachers in Colorado Springs receive a great deal of parent and community support. This could translate to community support for various recommendations in the management study. For example, "Instructional Supervisors should focus on providing constructive assistance to teachers" seems consistent with this finding. Overall, both the management study and Colorado Springs residents seem to favor a refocusing of funds toward direct instructional services.

## II.-E. FACILITIES

Facility maintenance and improvement are becoming an increasing problem for school districts now beginning to face enrollment increases. In districts across the country, existing facilities do not seem adequate to meet the needs of tomorrow's students. This concern is felt by the Colorado Springs public schools.

The survey results included the following:

> -The community tended to divide fairly evenly on various approaches to alleviating school overcrowding: redrawing school boundaries, building new schools, and buying portable classrooms. No information was provided respondents on the extent of overcrowding envisioned, or on the expense of various solutions.
>
> -By more than a 2 to 1 margin, residents preferred raising taxes over taking money from programs and salaries to pay for facility maintenance and equipment.

Colorado Springs residents are overwhelmingly opposed to diverting funds from instructional services.

The management study looks closely at transportation as an area where savings can be achieved to help support the costs of facility maintenance and improvement. The survey findings suggest that this approach would be popular with Colorado Springs residents.

## II.-F. FUNDING

Colorado Springs faces the problems of increasing inflationary costs, projected enrollment increases, and demands for more costly teaching and administrative expertise at a time when revenue to the district is not growing sufficiently to meet the needs. As with other districts throughout the country, the concerns are real and the choices difficult.

This survey explored the feelings of Colorado Springs residents for funding their schools, and yielded the following key findings.

> -Fifty-one percent of Colorado Springs residents favor a request for increasing local taxes if the state legislature continues to decrease the proportion of money it gives to District 11. Twenty-five percent would prefer to decrease/eliminate programs. Twelve percent would do some combination or different approach. Only 14% of parents would cut programs without raising taxes.

-There is no school program which would be cut by a majority of Colorado Springs residents. Furthermore, there is not even a specific program which would be cut by a majority of those people who would cut programs in general.

-A majority of residents who would support requesting a tax increase would pay more taxes to support Computer Education, English, Math, Science and programs on the effect of drugs and alcohol.

-Those residents who would support a tax increase, either combined with program cuts or not, tend to prefer state taxes to property taxes.

-There is no area of District 11's budget which a majority of Colorado Springs residents would either increase or decrease. If changes were to occur, increases in instruction, special education, pupil service, and instructional support and decreases in school building maintenance and school and other administrative costs would be more popular.

-Fifty-two percent of the community indicated they would vote for an increase in the mill levy resulting in an average increase of $50.00 per year on the taxes for an $80,000 house. Motivated voters opposed an increase in the mill levy by a 49% vs. 46% margin.

## II.-G GENERAL CONCLUSION

The Colorado Springs School District is pledged to provide a dedicated, diverse, well-trained staff, and a sequential, comprehensive curriculum in order to teach students to:

- effectively communicate
- gather and use information
- make responsible decisions
- adapt to the challenges of the future.

Colorado Springs residents support these goals, and support their school district's efforts to achieve them.

Colorado Springs School District 11 is committed to:

- fiscal responsibility
- community involvement
- sound management priorities
- measurable academic progress.

This survey reveals a similar commitment on the part of the Colorado Springs citizenry.

# SECTION III.

# GENERAL PERCEPTIONS OF THE COLORADO SPRINGS PUBLIC SCHOOLS

## III-A. DISCUSSION

When respondents rated the Colorado Springs schools on a scale of A to F, over 49% of the respondents gave the schools a rating of A or B. This is a very favorable response, when compared to national surveys (43% in the last Gallup poll, 1987), the Colorado State Survey (41%, 1984) or other local polls (24% in the Gallup poll in New York City, November 1987; unpublished polls done by Data Decisions Group, Inc.)

A sizable proportion of respondents, (20%) replied "don't know/not sure" or did not answer. An implication of this finding is that the overall high rating of the schools could be even higher, since some portion of this 20% could be expected to rate the schools highly if they were either "pressed" or more informed.

Parents of Colorado Springs students are more supportive of the job that the schools are doing than non-parents. Parents rated the schools A or B in 70% of the cases, compared to 42% for non-parents. This is similar to patterns on the national, state and other district levels, but the high 70% rating exceeds each of these cases. Fifty-four percent of the motivated voters rated the schools highly, as compared to 46% for others.

When asked if the schools had improved or gotten worse over the past five years, the vast majority of respondents (73%) replied "stayed the same," "don't know/not sure," or no response. Only 26% saw change over this period. Of these respondents, nearly twice the number felt the quality of education had improved rather than gotten worse.

Parents were more likely than non-parents to have seen improvement than to feel that the schools are worse, but even they generally saw little change. Coupled with the high general rating of the schools, this indicates that Colorado Springs residents seem to have a high opinion of their schools which has existed for some time (over five years) and which continues. When asked to rate the value that taxpayers in Colorado Springs get back from the money invested in public schools, 54% replied "excellent" or "pretty good." Only 7% said "poor."

"Teacher quality" and "concerned caring staff" were the characteristics most often cited as the best thing about the district. Programs were less often cited. Approximately 60% of the respondents volunteered some characteristic as being "the best thing."

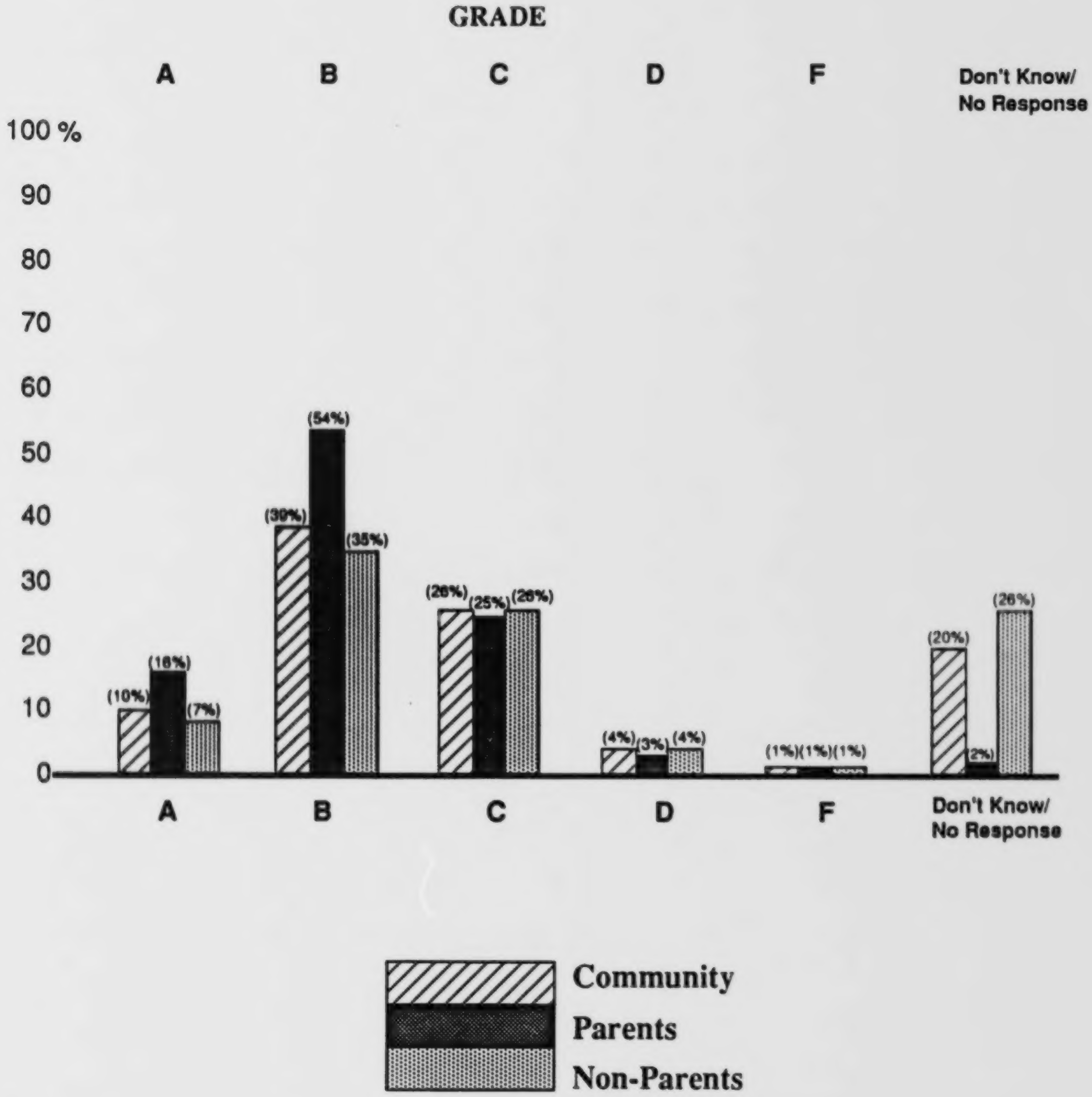
Overwhelmingly, parents tended to cite teachers and staff, rather than programs, as the best thing about the schools. Non-parents tended to cite programs. Approximately one-third of the non-parents answered "don't know." This pattern is similar to parents of private school students where parents value the special relationships available in the smaller setting. This pattern seems to indicate a strong intimacy with and approval of the Colorado Springs public schools.

Clearly, the biggest problem facing the Colorado Springs schools is lack of money. This was also the biggest problem seen in the 1984 state survey and is the biggest problem for both parents and non-parents.

When asked for any additional thoughts about the Colorado Springs schools, no overriding issues were revealed. A significant number (6%) of respondents unsolicitedly volunteered that they were "happy with the school system."

# Grade For Colorado Springs Public Schools

Q. Students are often given grades A,B,C,D, or F to show how well they are doing in school. Suppose District 11 public schools were graded in the same way. All things considered, what grade would you give the Colorado Springs Public Schools?



# Grade For Public Schools
# Colorado Springs vs. Nation

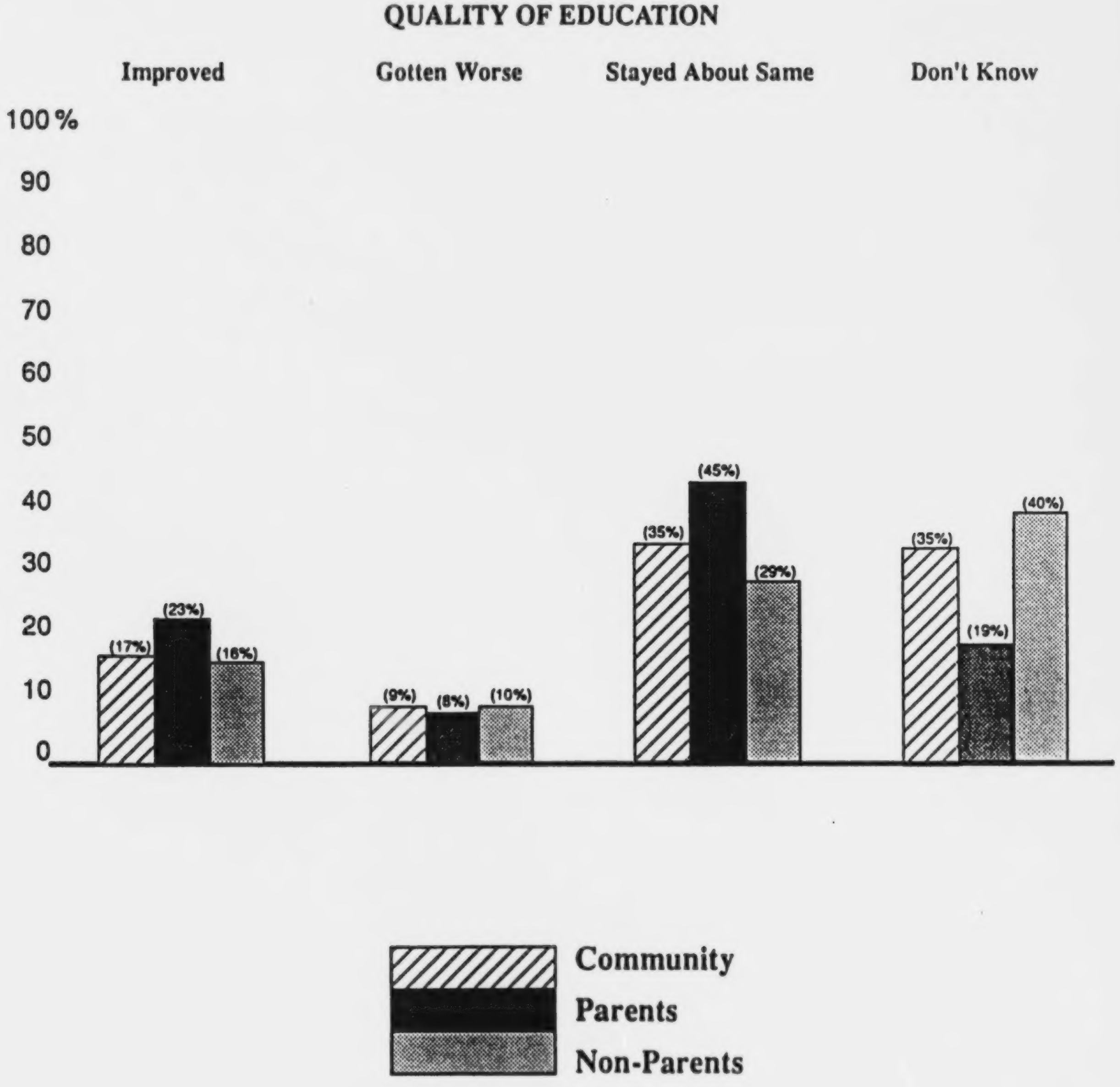
**Percentage Grading Public Schools A or B**

| | |
|---|---|
| Nation | 43%* |
| Colorado Springs Residents | 49% |

* 1987 Annual Gallup Poll

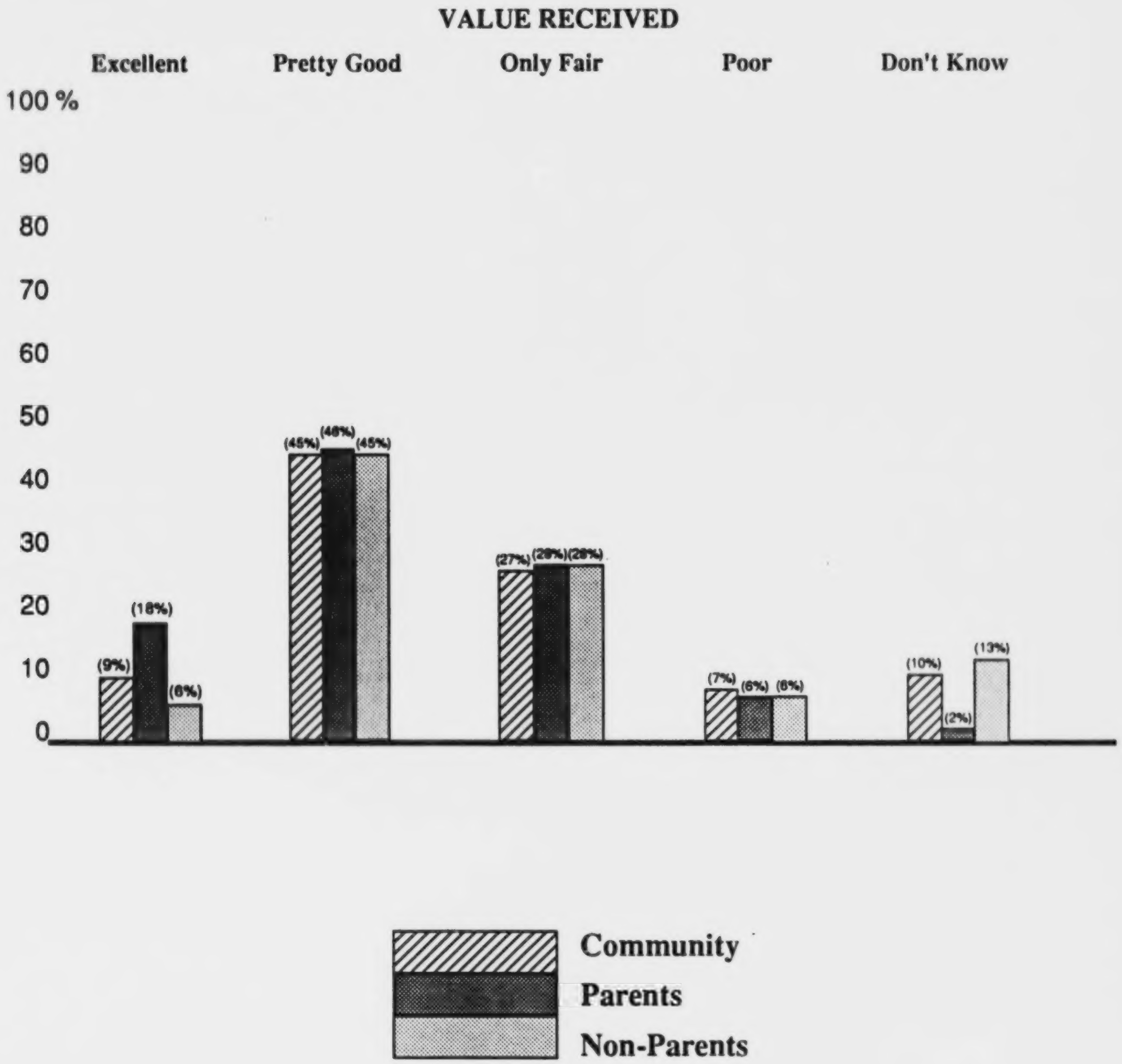
## Quality of Education: Improved, Gotten Worse or Same

Q. Would you say that the quality of education in District 11 has improved from, say, five years ago, gotten worse, or stayed about the same?



# Value For the Money of Colorado Springs Public Schools

Q. How would you rate the value that taxpayers in Colorado Springs get back for the money invested in public schools?



## III.-B. SUMMARY

Colorado Springs residents rate their schools highly--A or B--more often than residents of other communities. Parents and motivated voters are particularly strong supporters of Colorado Springs public schools.

Colorado Springs residents feel they get good value for their tax dollar from District 11, and believe the schools have maintained a high quality over the past five years.

Overall, Colorado Springs public schools enjoy an uncommonly high and widespread support. Planning can proceed from a position of looking to improve upon an already successful program.

# SECTION IV.
# SCHOOL PROGRAMS

## IV-A. GOALS

When asked to compare the importance of academic preparation to career preparation for students, approximately 60% of respondents found them of equal importance, 40% rated one higher than the other. That 40% was fairly evenly divided between those that favored academics and those that favored career. This result is fairly consistent among parents and non-parents.

When asked to compare the importance of preparation in academics with the importance of preparation for personal life, again over 50% found them equally important, the rest tended to split down the middle. Again, the responses were similar for parents and non-parents.

Respondents were asked to compare the importance of preparation for employment with preparation for personal life. Here again, about 50% of respondents found no difference. Of the 50% who did find a difference, however, respondents were three times as likely to feel that career preparation was more important than personal preparation. Unlike the two previous comparisons, there was a difference of response patterns by parents and non-parents. Non-parents were more likely than parents to feel that career preparation was more important than personal preparation (40% to 9% compared to 28% to 15%).

When asked whether "character education" should be included in the public schools, 54% responded affirmatively, 45% felt it should be left entirely to other agents (parents or churches). Parents of Colorado Springs students are slightly more supportive of "character education" than non-parents. There also was virtually no support (under 17%) for a "basics only" curriculum.

Virtually all respondents were concerned with the seriousness of the problem of competition for U.S. businesses from abroad, and felt it was important to meet this challenge by improving public schools.

There were no discreet suggestions for school improvement which seemed more important or took precedent over others. Coupled with the responses to the earlier questions in this section, it appears that the residents of Colorado Springs see schooling as a "total process" involving academic, career, and personal development, and which needs general improvement (as opposed to specific fixes). Coupled with the earlier findings of generally high ratings for the schools and funding being the biggest problem, it seems that Colorado Springs residents feel

**that the schools are doing a good job, and would do better if they were better funded.**

# Importance of Program Goals

## PERCENTAGE SAYING EQUALLY IMPORTANT

| | |
|---|---|
| Preparation For **Future Academic Work** vs. Preparation For **Future Employment** | 58% |
| **Future Academic Work** vs. Preparation For **Personal Responsibilities and Fulfillment** | 50% |
| Preparation For **Future Employment** vs. Preparation For **Personal Responsibilities and Fulfillment** | 49% |

## IV-B. PROGRAM IMPORTANCE

Respondents were asked to evaluate the importance of 32 Colorado Springs Public Schools programs relative to each of the three general goal areas: preparation for future academic work, preparation for future employment, and personal responsibilities and fulfillment. The charts show the average rating of importance of each program in each area. The rating scale ranges from 1-"not at all important," to 7-"vital." A rating of 4 means "average importance."

The first thing which stands out from the summary chart ("Overall Program Importance") is that there are no programs which Colorado Springs residents see as unimportant. The responses range from a lowest rating of 3.89-"average importance" to a highest rating of 6.18-"extremely important" to "vital." This supports the earlier finding that Colorado Springs residents generally have a high opinion of Colorado Springs schools and school programs.

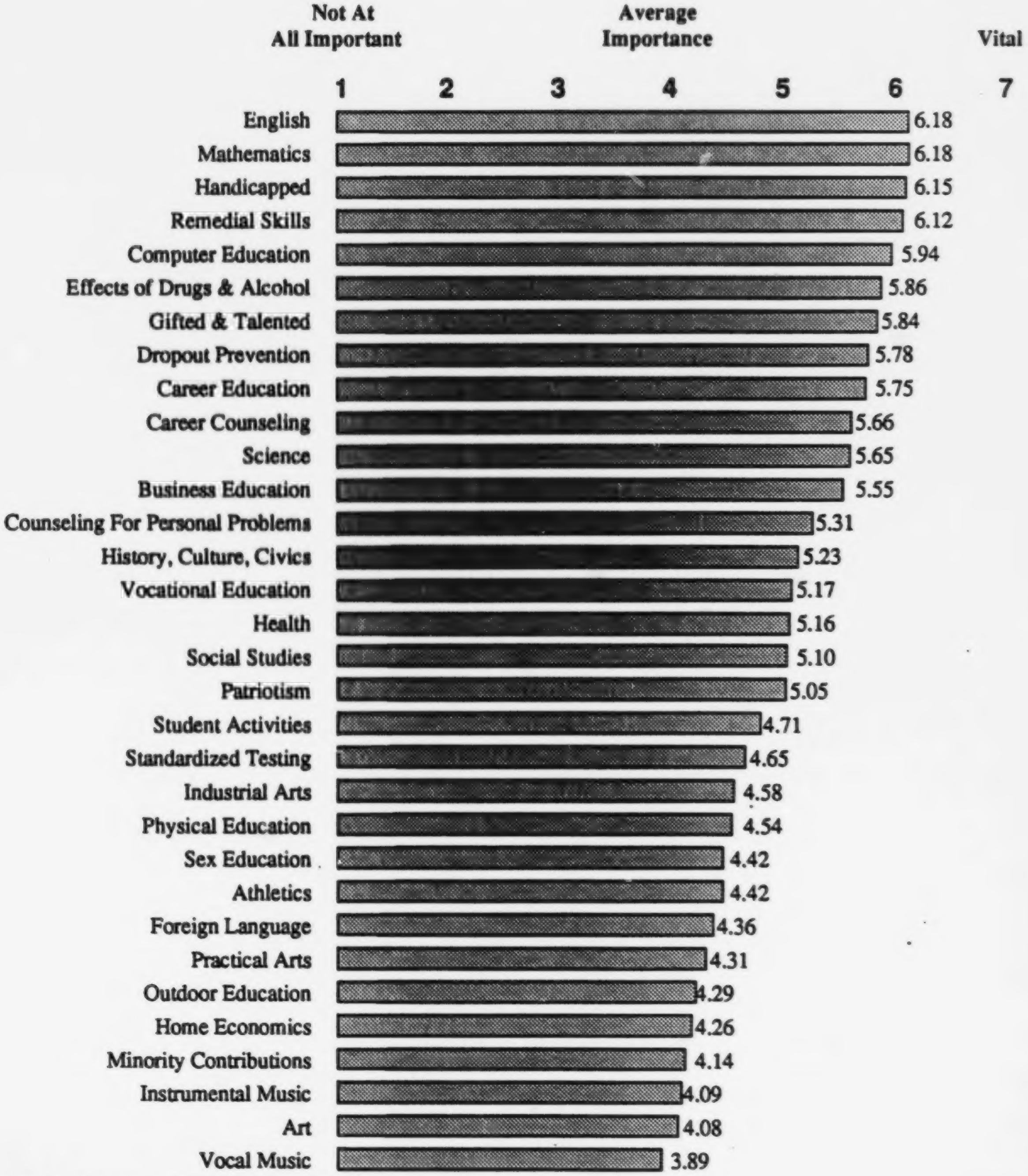
The most outstanding characteristic of the charts (Importance for Future Academic Work, Importance for Future Employment, and Importance for Personnel Responsibilities and Fulfillment) is the uniformity of ratings for various programs across the three goal areas. For example, English, Math, Remedial Skills, and Handicapped programs, overall the highest marked programs, are among the highest ranked in all three goal areas. Although Art, for example, is more highly rated in the personal goal area than in the academic area, Math still outranks Art even in the area of personal fulfillment. This consistency of ratings across goal areas corroborates the earlier finding that Colorado Springs residents see education as an integrated process involving all three goal areas.

Rank ordering of the programs by perceived importance provides some interesting insights. Top ranking for Math and English probably comes as no surprise. Such high ranking for drug and alcohol prevention programs, dropout prevention, and gifted and talented programs may come as a surprise, as these programs are controversial and sometimes unpopular in some school districts. The relatively low ratings for athletics and standardized testing may also come as something of a surprise. These are programs which are sometimes opposed by educators as peripheral to learning, but are maintained by school systems because of the perception of public demand for entertainment and accountability. The general profile which emerges from the charts seems to be of a public which is more genuinely concerned for the overall education of its young people than publics are often thought to be.

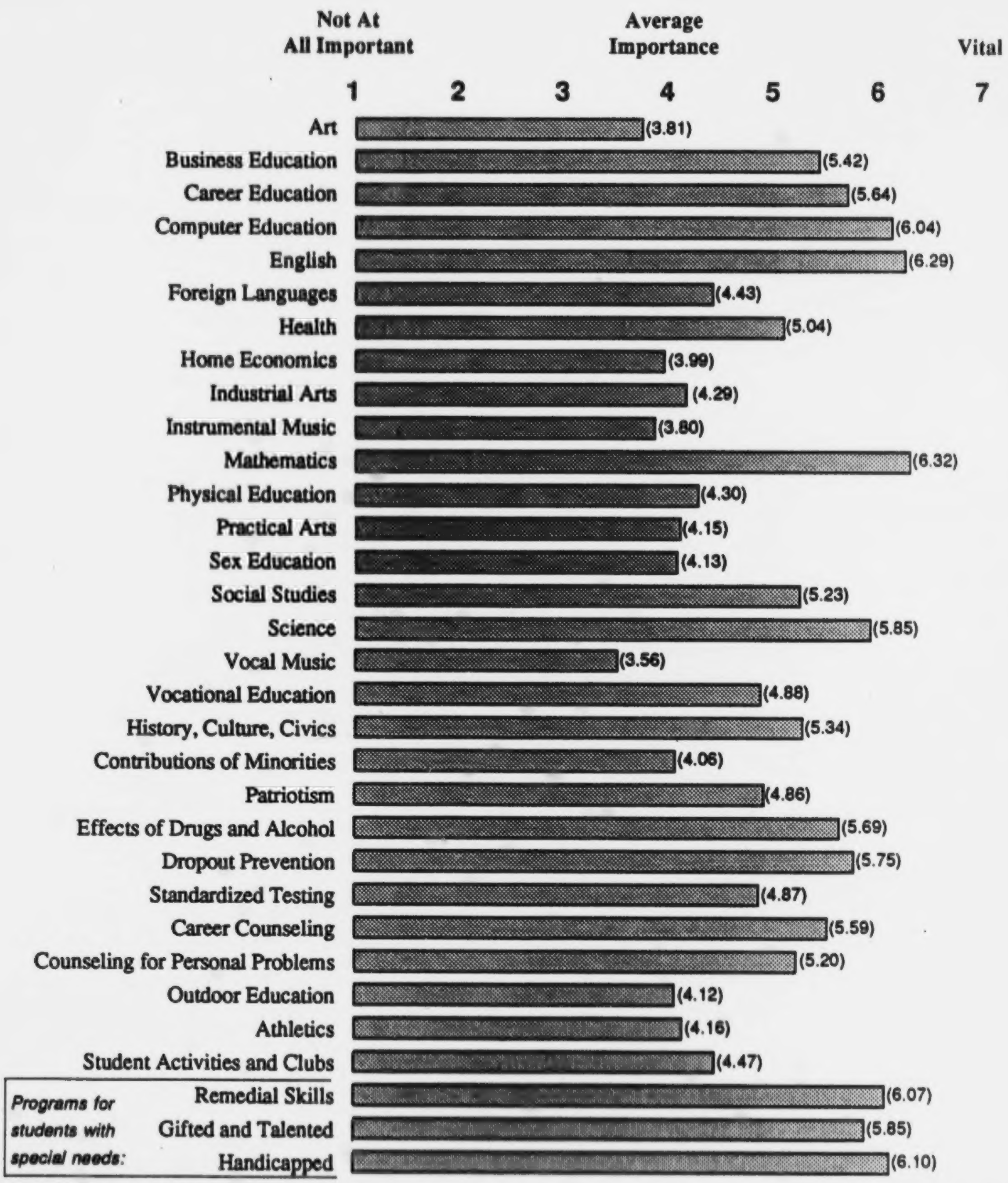
Differentiation between parent and non-parent ratings does not significantly alter the general response pattern shown in the charts.

# Overall Program Importance

## Importance Score (Mean)



# Importance For Future Academic Work



Importance Score (Mean)

*Colorado Springs Public Schools—1987-88 Community Survey*

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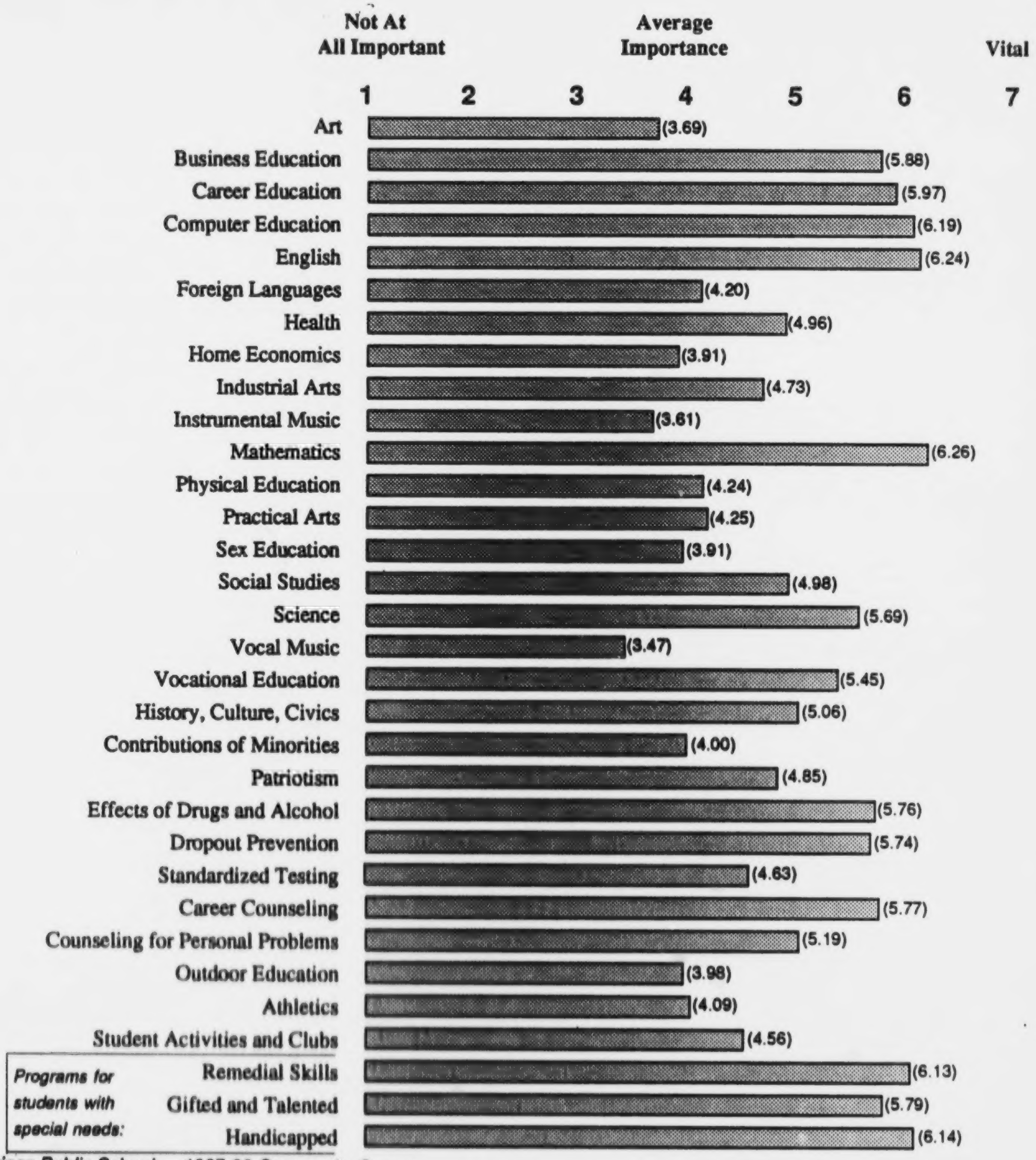
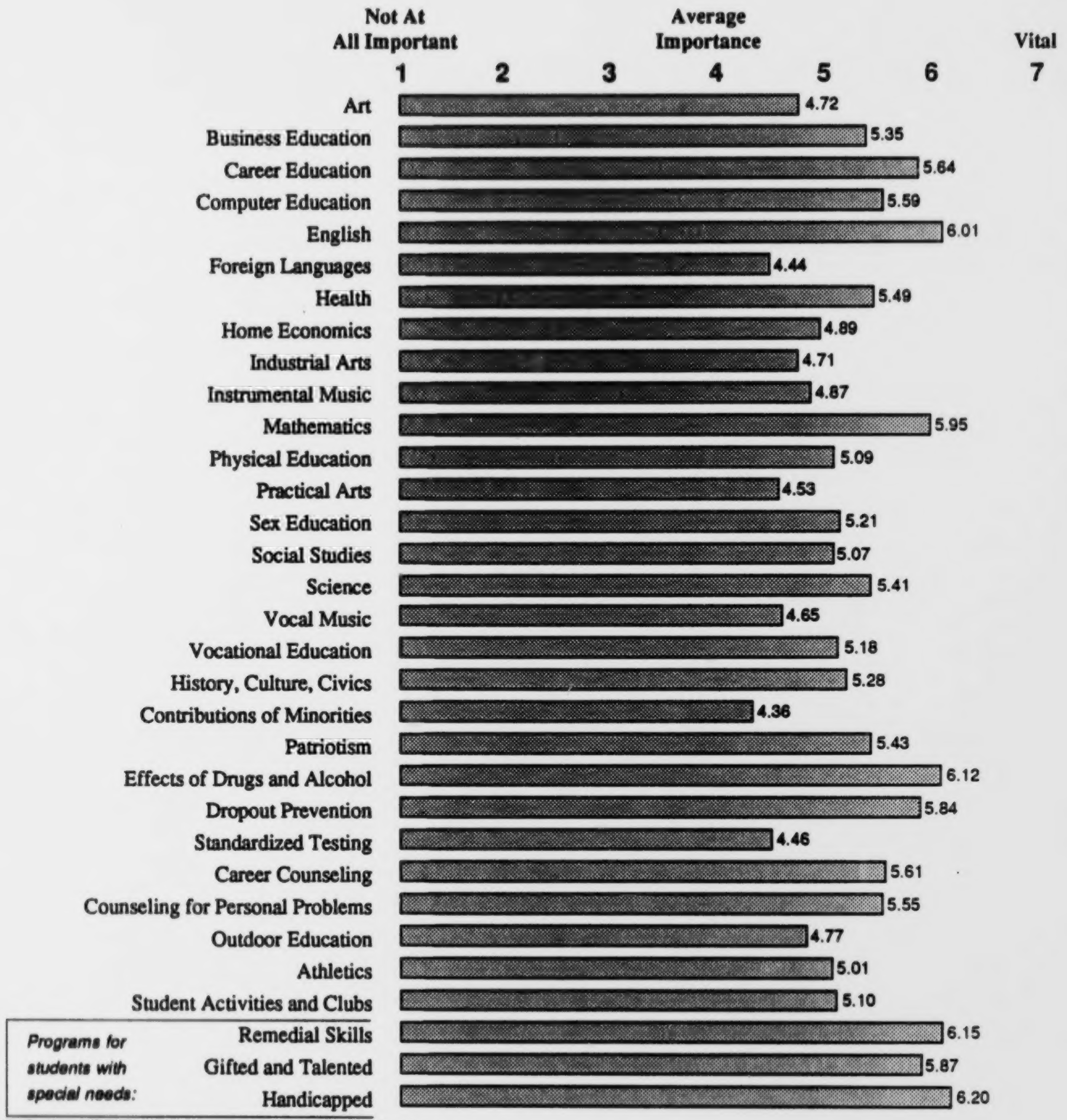
# Importance For Future Employment

Importance Score (Mean)



# Importance For Personal Responsibilities & Fulfillment

Importance Score (Mean)



*Colorado Springs Public Schools—1987-88 Community Survey*

**DATA DECISIONS GROUP, INC.**

## IV-C. SUMMER SCHOOL/ADULT EDUCATION

Approximately 95% of Colorado Springs residents believe the school system should offer summer school. There is uniform support for summer school across all groups.

Similarly, a majority of all groups believe summer school should offer both makeup courses and enrichment courses. Less than 5% felt summer school should offer only enrichment courses, 22% felt summer school should offer only makeup courses. There were very few differences between groupings on these figures, except that parents were more supportive of both types of courses than were non-parents.

About 70% of the respondents felt summer school should serve all grades of students, while nearly 23% felt summer school should be only for secondary students. Parents of Colorado Springs students were more likely to favor summer school for all grades than were non-parents.

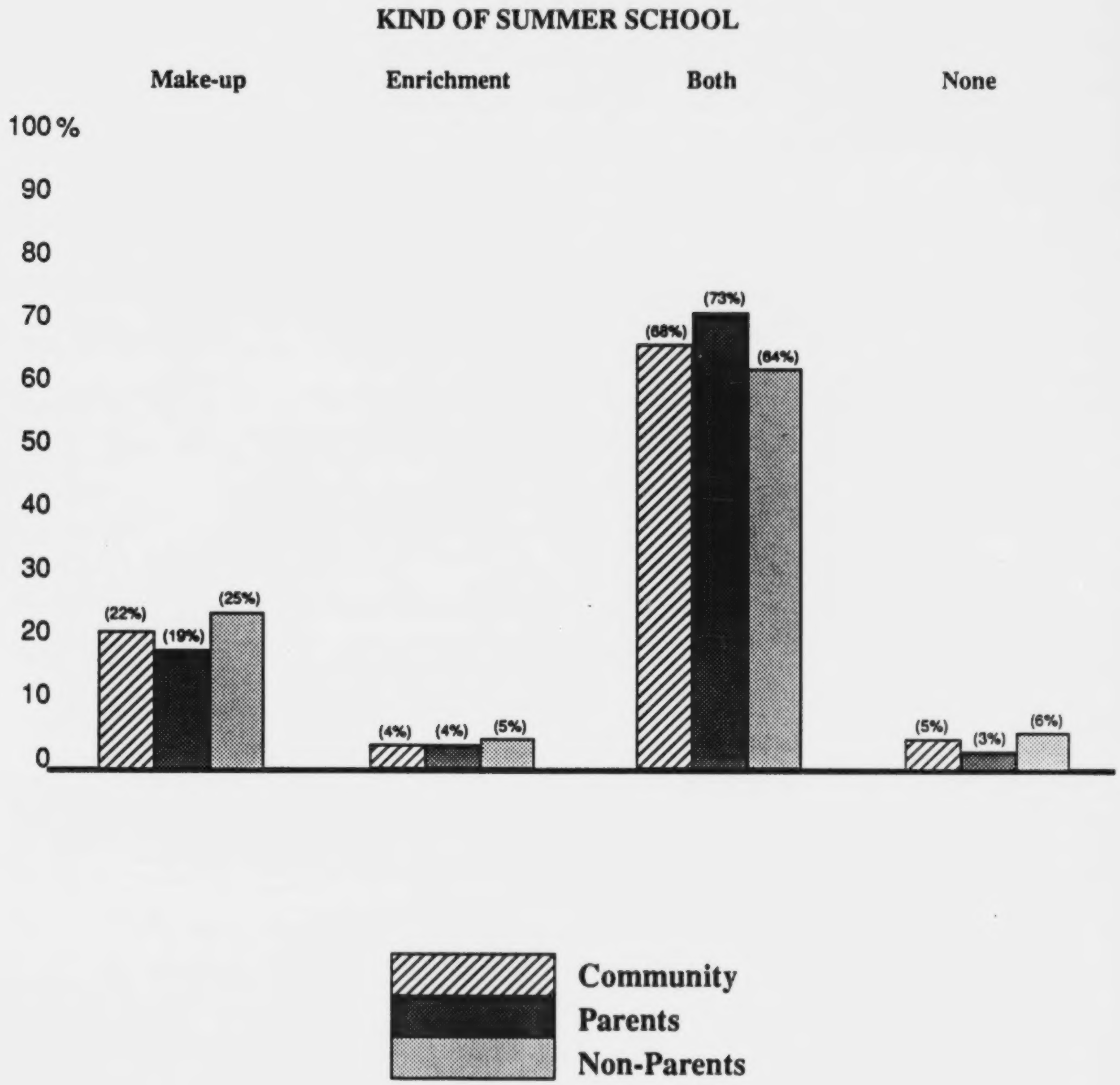
Approximately 67% of the residents of Colorado Springs would support a summer school program funded entirely through student fees. It was not determined whether Colorado Springs

**residents would prefer a fee supported program to a program funded through school district funds.**

**Most respondents (74%) believe that public education should play an increasing role in educating and retraining adults.**

# Summer School

What kind of summer school, if any, should District 11 have, one offering make-up courses, enrichment courses or both?



## IV-D. FUTURE GOALS

Respondents were asked to rate how important certain skills would be in the future and to indicate how confident they are that District 11 can teach those skills.

The following charts show the percentage of the Colorado Springs public rating each of the skills as more important, just as important, or less important in the future. Also shown is the percentage of the public showing high confidence in the schools (responding "very confident" or "somewhat confident") or low confidence (responding "not too confident," or "not confident at all").

Clearly, understanding technology is seen as a skill which will be more important in the future. Writing and reasoning well, finding information, and thinking creatively are also seen as increasing in importance by a majority of Colorado Springs residents. Only participating in civic affairs is seen by a majority of Colorado Springs residents as equally important now as in the future.

The general finding is that the Colorado Springs public see most areas of education as increasing in importance, and are only somewhat confident in the ability of their schools to teach their students. Only about two in ten of the Colorado Srpings public are "very confident" that the schools are up to the challenge at hand. These findings are similar to those recorded in the 1986 national Louis Harris Poll. Although Colorado Springs residents support their schools more than the nation as a whole, they also feel the schools will have to do more to meet the challenges of the future.

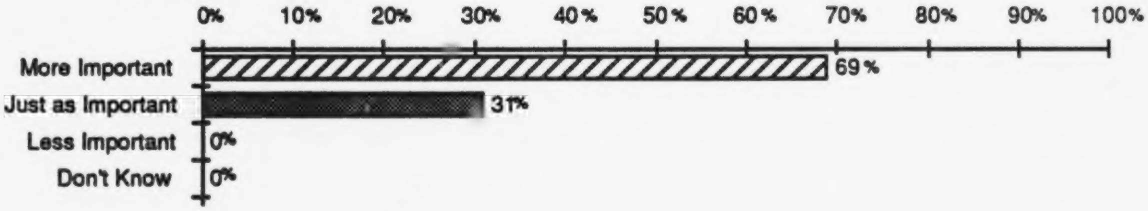
In all subject areas, Colorado Springs parents demonstrated more confidence in the school district than non-parents.

The tendency of Colorado Springs residents to foresee increasing value in really understanding math, science and technology and being able to use what one knows corroborates findings above of the perceived value of math, science, and computer education programs.

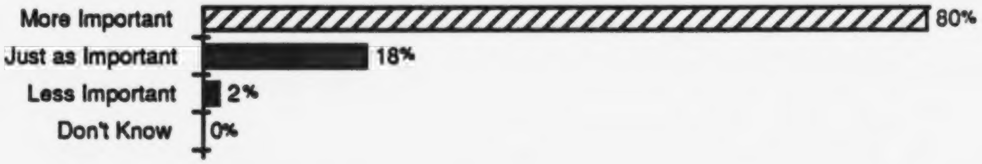
# Importance of Goals Today Compared To The Past

Q. In the past, it was sufficient to have an education where you learned specific facts and skills that taught a person how to carry out jobs in a mass production economy. Now, it is said, that isn't enough for the future. Let me read you some of the things that some people now say are important for education. For each, tell me if you feel that it will be more important, just as important, or less important compared to the past?

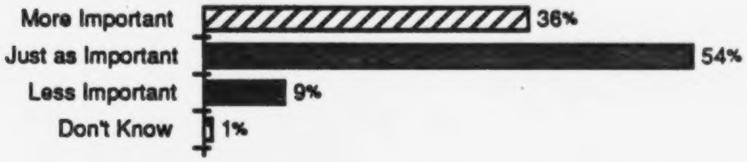
**To Write and Reason Well**



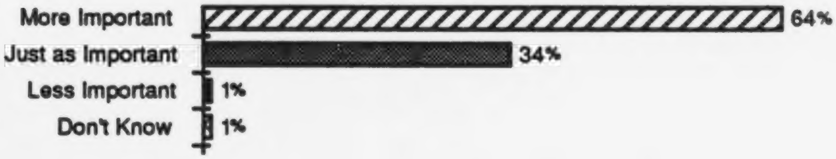
**To Really Understand Math, Science and Technology and To Be Able To Use What You Know**



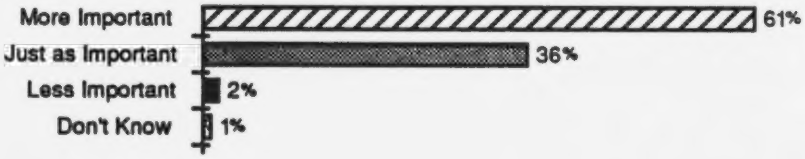
**To Learn How To Participate In Civic Affairs**



**To Figure Out What You Need To Know and How To Find It Out**

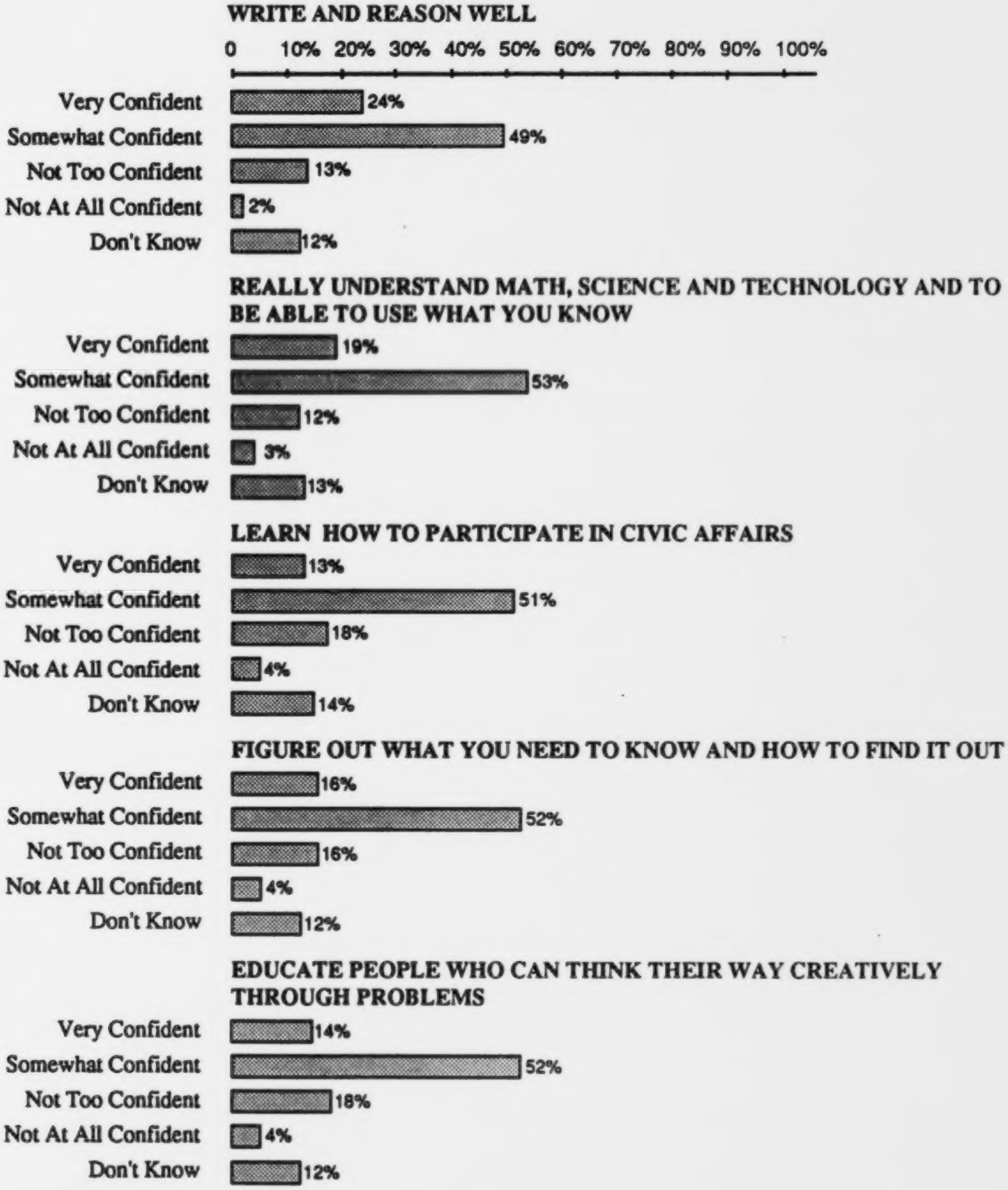


**To Educate People Who Can Think Their Way Creatively Through Problems**



# Confidence That District 11 Can Meet Goals

## How confident are you that District 11 can teach students to:



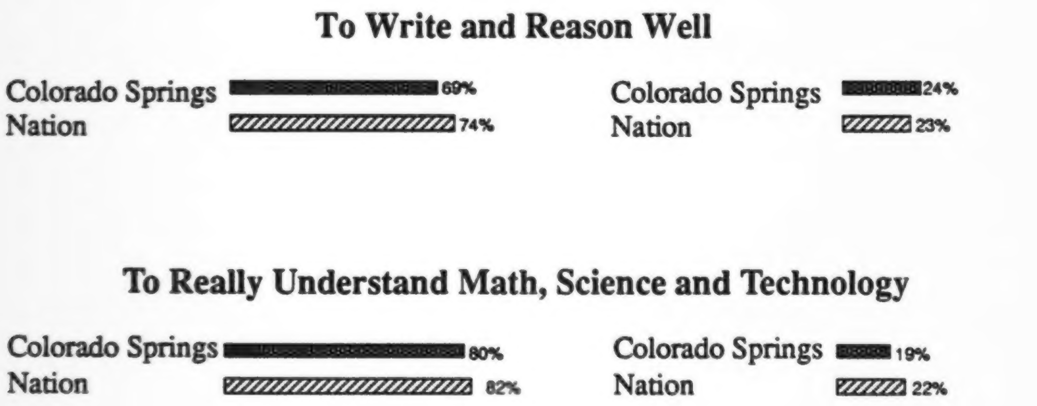
# Confidence In Meeting the Challenge: Colorado Springs vs. Nation

**Importance of goals today compared to the past**

Compared to past it will be **more important** to:

**Confidence in meeting goals**

**Very confident** schools can teach:



## IV-E. EDUCATIONAL EQUITY

A majority (69%) of Colorado Springs residents felt that the education of minority children will have a major impact on the United States' ability to compete in world markets. Fewer than 8% of Colorado Springs residents felt that the education of minorities would not have much effect.

An overwhelming majority of respondents (over 95%) believed that all students, including minority youngsters, need the same set of skills and learning from their schools, and that college bound students should not have different "tracks" or different curriculum. Again, a comprehensive education including academics, career education, and personal growth was preferred for all students.

There is a split among Colorado Springs residents as to whether raising graduation requirements would encourage students to do better or cause discouragement and increase dropping-out, with a slight edge towards those who feel increasing standards would discourage rather than inspire students. There was little difference between parents and non-parents on this issue.

A high percentage (25%) of the general public did not know how well the Colorado Springs schools were doing in educating minorities. This was particularly true for non-parents. Of those

**who do have an opinion, respondents feeling the schools are doing the job outnumber those feeling the schools are not doing well enough by a margin of approximately 4 to 1.**

## Skills For College Bound or All Students?

Q. Do you think these kinds of skills are needed by all students or just the college bound?

| | |
|---|---|
| **Needed by all** | **96%** |
| **Needed just by college bound** | **3%** |
| **Don't know/Not sure<br>No Response** | **1%** |

# Raising Graduation Requirements: Good or Bad?

Q. Do you think that raising graduation requirements will encourage students from poor backgrounds to do better in school, or will it cause them to become discouraged or to dropout?

| | |
|---|---|
| **Yes, Encourage** | **38%** |
| **No, Dropout** | **49%** |
| **Don't know/Not sure**<br>**No Response** | **13%** |

## Teaching of Minority Children: Good Job or Bad Job?

Q. From what you know of the education that minority children receive, do you think that District 11 is doing the job to educate these children to be part of the new workforce this country will need or not?

| | |
|---|---|
| **Is educating them** | **59%** |
| **Not educating well enough** | **14%** |
| **Don't know/Not sure<br>No Response** | **27%** |

## IV.-F. SUMMARY

Colorado Springs residents see public education as an integrated set of functions which more or less equally address student growth and learning in academic, career, and personal areas.

They support the current programs of District 11 and feel that the district should move ahead, particularly in areas of Math, English, Handicapped Programs, Remedial Skills, and Computer Education. Colorado Springs residents are strongly opposed to a "back to basics" curriculum.

The Colorado Springs public feel that school programs should be available to a broad range of clients: summer programs for both remediation and enrichment to all grades of students, and programs for adults.

Similar to national findings, only 2 out of 10 Colorado Springs residents are "very confident" that District 11 can meet the challenges of teaching students the more technically demanding skills and understandings they feel will be required in the future.

About 25% of Colorado Springs residents do not know how well the Colorado Springs schools are doing in educating minorities. Residents who do have an opinion feel by a 4:1 margin that the schools are doing a good job.

# SECTION V.

# COMMUNICATIONS/COMMUNITY INVOLVEMENT

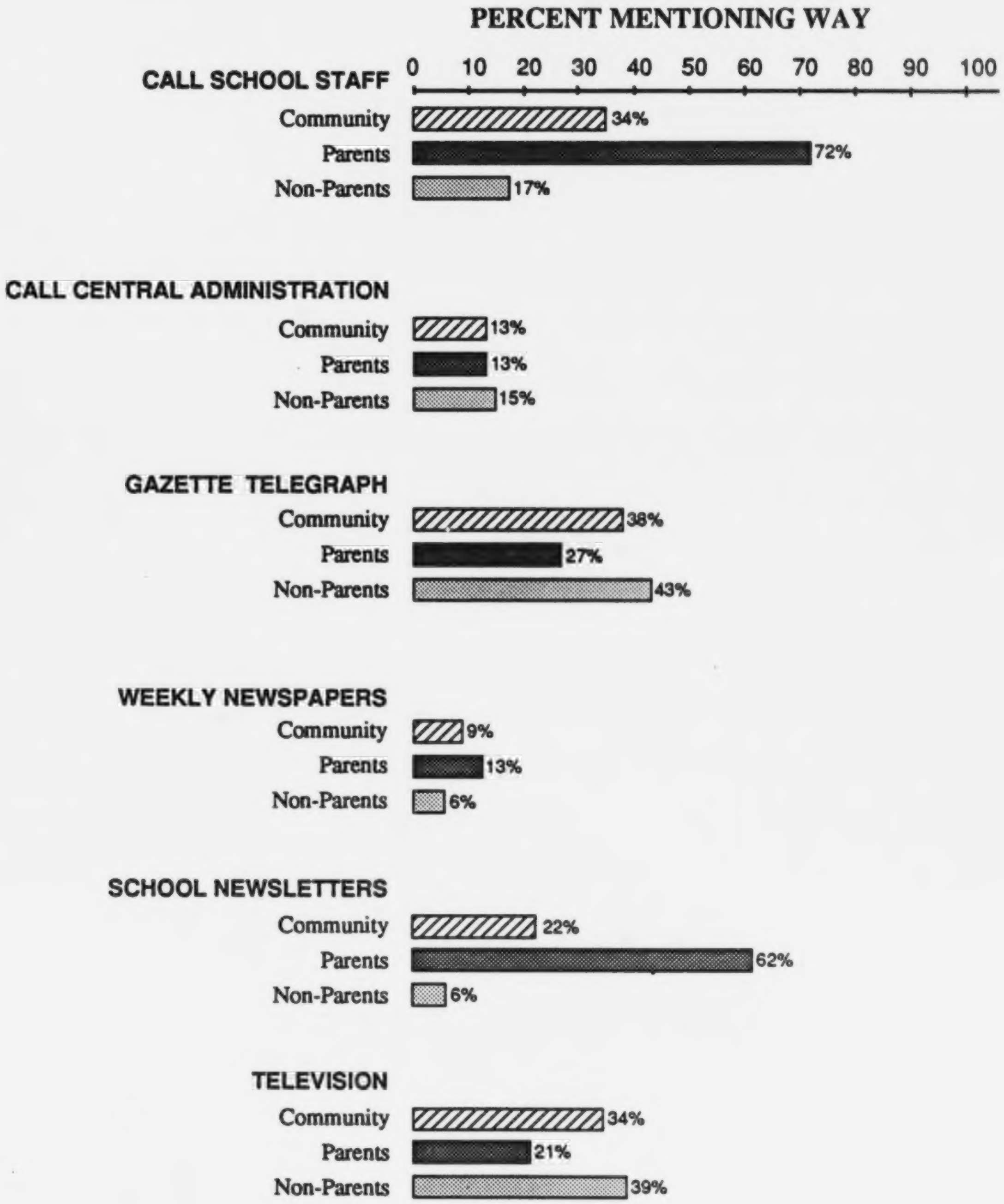
## V-A. GETTING ANSWERS

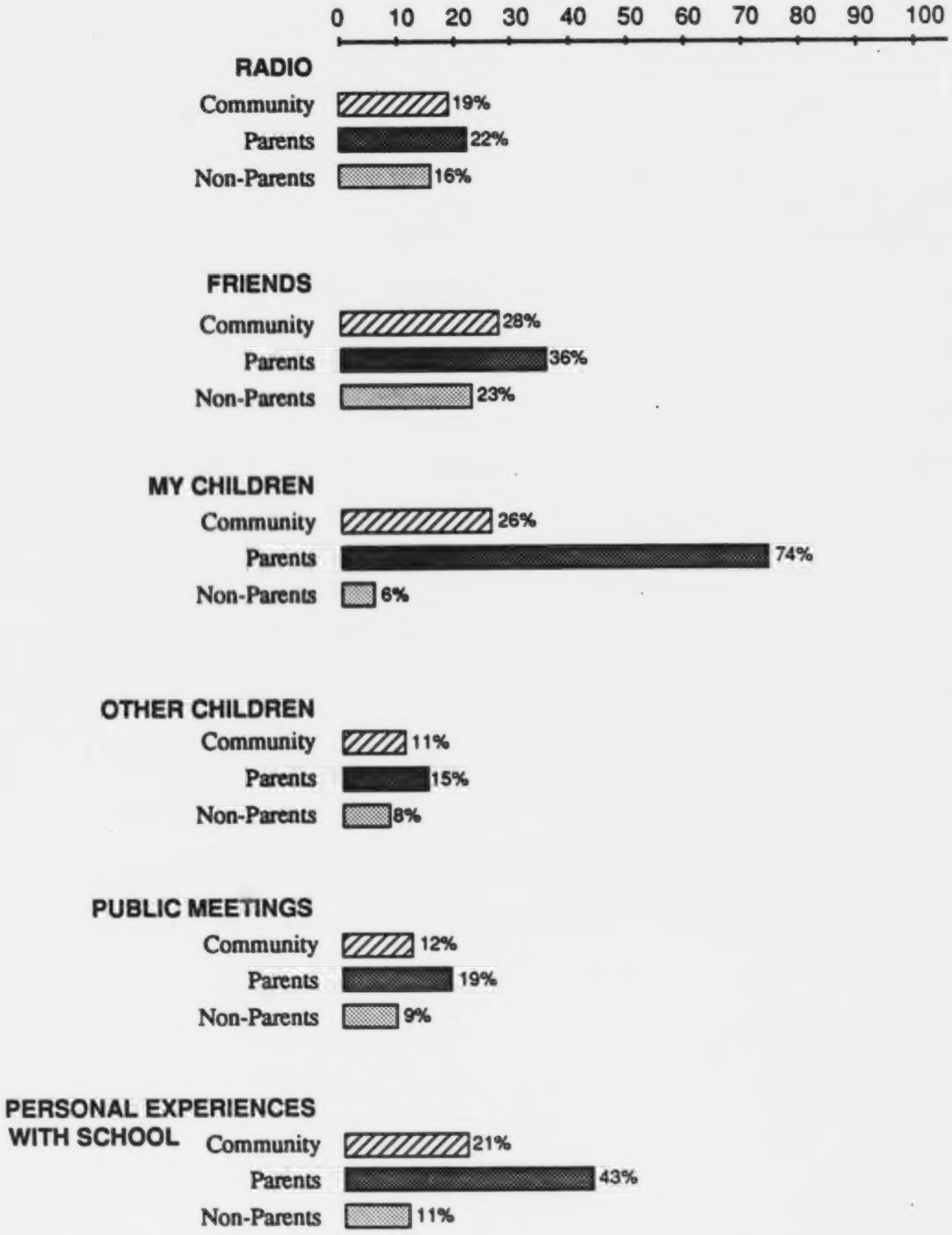
Respondents were asked how they obtained answers to questions they might have about the schools. The following chart shows the percent of all Colorado Springs residents, and of parents and non-parents, who mentioned each of the communication modes listed. For example, 34% of all residents obtain answers by calling school staff. Seventy-two percent of parents obtain information in that way.

The Gazette Telegraph, calling school staff, and watching television are the most popular ways of getting answers to questions about the schools for Colorado Springs residents. For parents, talking with one's own children and calling school staff are the most often mentioned modes of communication.

# Getting Answers

Q. On this showcard are some different ways people get answers to their questions about the schools. Which ones do you now use?



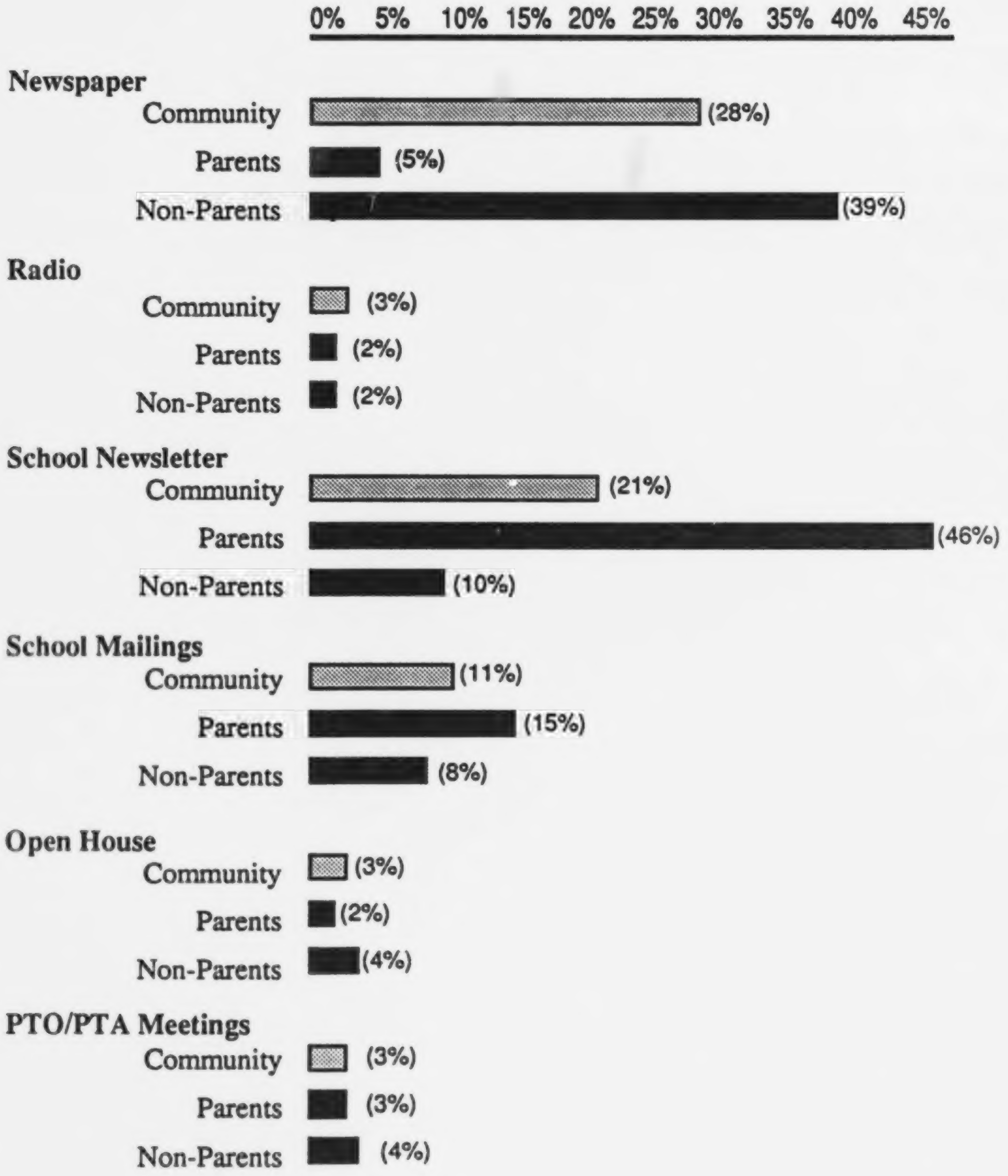
0
10
20
30
40
50
60
70
80
90
100
RADIO
Community
19%
Parents
22%
Non-Parents
16%
FRIENDS
Community
28%
Parents
36%
Non-Parents
23%
MY CHILDREN
Community
26%
Parents
74%
Non-Parents
6%
OTHER CHILDREN
Community
11%
Parents
15%
Non-Parents
8%
PUBLIC MEETINGS
Community
12%
Parents
19%
Non-Parents
9%
PERSONAL EXPERIENCES WITH SCHOOL
Community
21%
Parents
43%
Non-Parents
11%

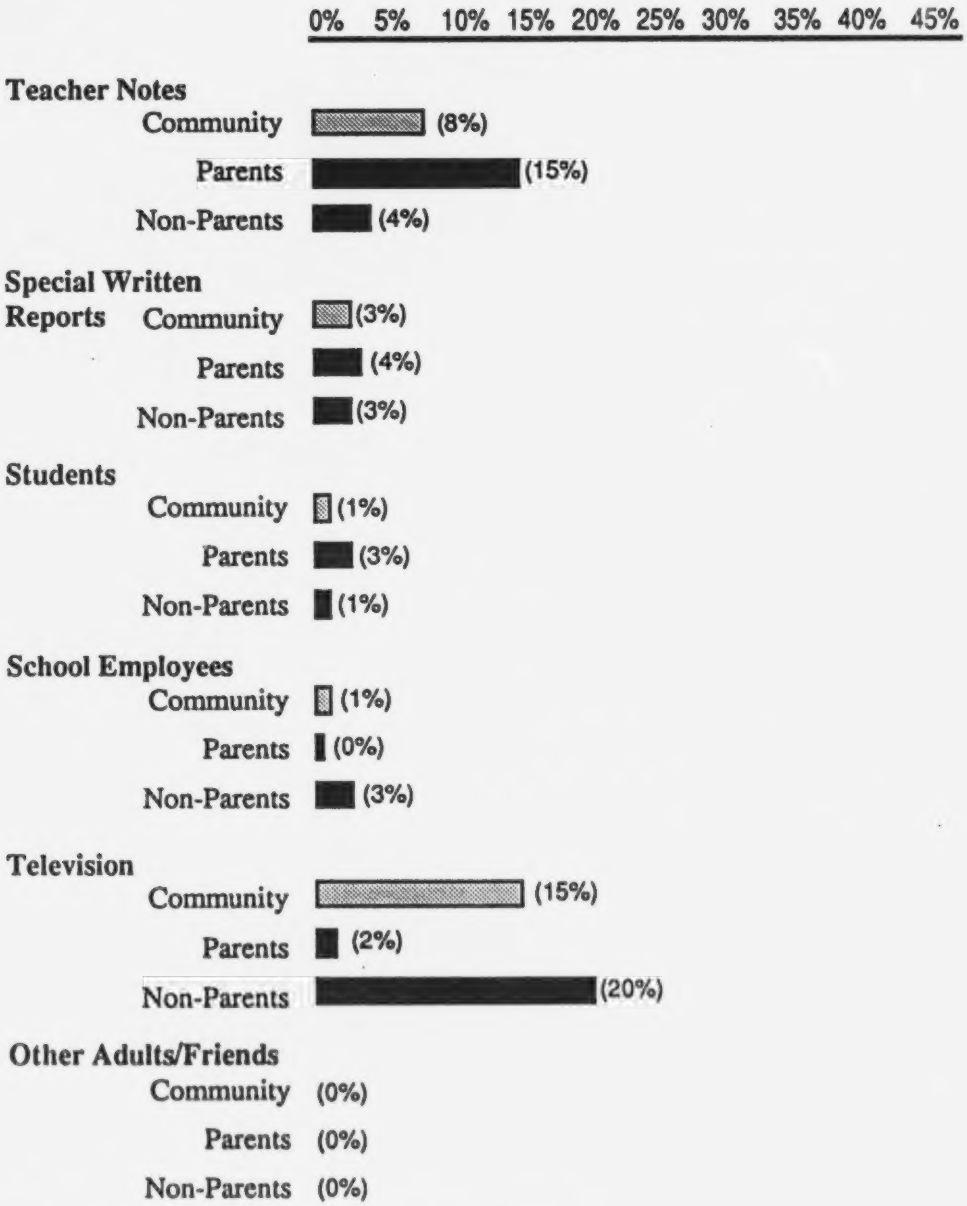
## V-B. KEEPING INFORMED

Respondents were asked the best way for the district to get information to them. The preferred mode of information for the Colorado Springs public is the newspaper. The preferred mode of information for parents is school newsletters and other written communications from the school. For no group is television preferred to the newspaper.

# Keeping Informed

Q. On this card are some different ways the school district can keep you informed about the schools. Which is the best way for the district to get information to you?




0% 5% 10% 15% 20% 25% 30% 35% 40% 45%
Teacher Notes
Community (8%)
Parents (15%)
Non-Parents (4%)
Special Written Reports
Community (3%)
Parents (4%)
Non-Parents (3%)
Students
Community (1%)
Parents (3%)
Non-Parents (1%)
School Employees
Community (1%)
Parents (0%)
Non-Parents (3%)
Television
Community (15%)
Parents (2%)
Non-Parents (20%)
Other Adults/Friends
Community (0%)
Parents (0%)
Non-Parents (0%)

## V-C. INFORMATION OF INTEREST

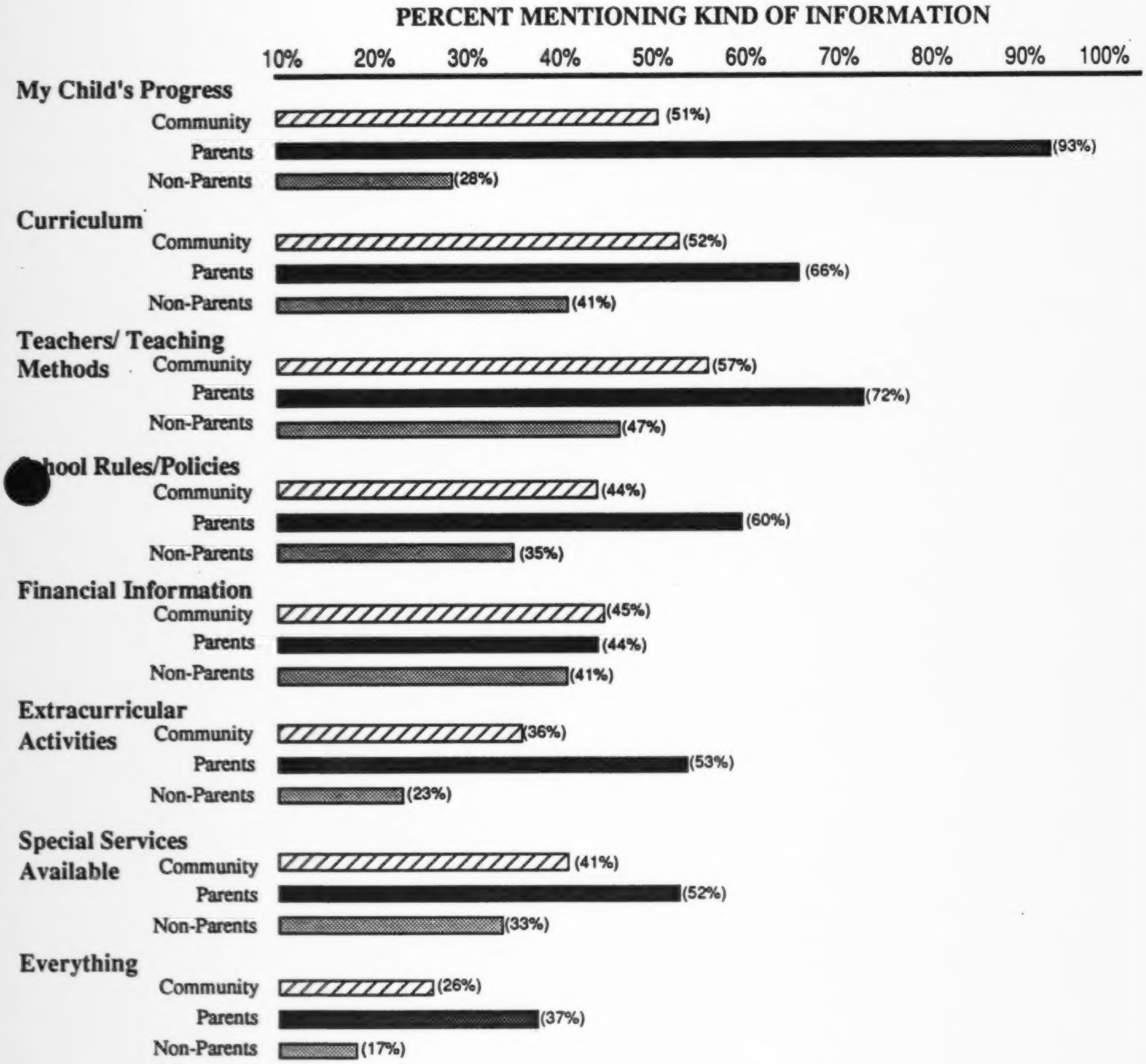
Respondents were asked what topics of information about the schools would be of interest to them. The next chart shows the percentage of people in each category who found the listed topics of interest. For example, 57% of the general public were interested in teachers and teaching methods, the most popular topic. For parents, the most popular topic was their children's progress, mentioned by 93% of Colorado Springs parents.

Topics on a variety of educational issues, as different as an individual child's progress and school finance, are of interest to large segments of the Colorado Springs public, not just to parents of Colorado Springs students. All topics mentioned were of interest to between 36% and 57% of the general public. As many as 26% of the Colorado Springs residents find "everything" about the schools of interest. Parents tend to be even more interested than the general public in almost every topic.

Items often thought of as "public interest," such as extracurricular activities and special services, are not of as much interest to the general public as items about schooling such as curriculum, teaching, finance, and policy.

# Information of Interest

Q. What kinds of school information would be most interesting to you?



## V-D. NON-PARENT CONTACT

**Approximately 16% of non-parents said they had had contact with District 11 in the past six months. The following chart shows different modes of contact between schools and residents: open house, conference, phone call, visit, volunteer activity, voting, and others. Percentages are given for non-parents whose most recent contact with a Colorado Springs school was of that nature. For example, for over 50% their last contact was a visit (e.g. athletic event, program for grandparents, looking for employment, public meeting, night-school registration, etc.). Seventy- two percent of the respondents felt the contact was positive in nature.**

# Non-Parent Contact

(Q. Asked of Non-Parents) What was the nature of that contact (any contact with District 11 in the past six months)?

| | |
|---|---|
| **Open House** | **0%** |
| **Conference** | **6%** |
| **Phone call** | **9%** |
| **Visit** | **55%** |
| **Volunteer activities** | **9%** |
| **Place to vote** | **9%** |
| **Other** | **6%** |
| **Don't know/Not sure**<br>**No Response** | **6%** |

## V-E. COMMUNITY INVOLVEMENT

A large majority of Colorado Springs residents (67%) indicated they would likely accept an invitation from the Superintendent to take an active role in district-wide educational improvement. Twenty-seven percent said "very likely."

Non-parents were less likely than parents to say they would accept this invitation.

Virtually all residents felt it is important for business leaders to play a prominent role in seeking educational improvement, and over 75% would support school expenditures to work with businesses on study centers for students. Such support for involvement between schools and business was found for both parents and non-parents.

# Acceptance of Invitation to Improve Education

Q. If the Superintendent of District 11 asks you to take an active role in a district-wide education improvement program, how likely would you be to accept?

| | |
|---|---|
| **Very likely** | **27%** |
| **Somewhat likely** | **39%** |
| **Not very likely** | **23%** |
| **Not at all likely** | **8%** |
| **Don't know/Not sure**<br>**No Response** | **3%** |

# Support For Businesses Providing Study Centers

Q. Would you support the District working together with businesses to provide after school study centers where kids could get extra help even if it meant additional school money being used?

| | |
|---|---|
| **Yes, Support** | **75%** |
| **No** | **21%** |
| **Don't know/Not sure<br>No Response** | **4%** |

## V.-F. SUMMARY

Phone calls to staff and school newsletters and other mailings are seen as effective modes of school/parent communications. Non-parents receive school information from newspapers, television and visits to schools.

Colorado Springs residents are interested in information about the schools. Parents are especially interested in information about their child's progress. All residents are interested in information about teachers and teaching methods.

One out of every four residents would be very likely to accept an invitation from the Superintendent to work with him to improve education in District 11. Seventy-five percent of Colorado residents support school money being used to help support businesses providing after school study centers for students.

# SECTION VI.
# TEACHERS AND TEACHING

## A. DISCUSSION

Eighty-one percent of Colorado Springs residents believed that the overall quality of teaching has to change in order to educate students to new and different skills and capabilities. Parents and non-parents agreed to the same extent that the quality of teaching has to change.

Colorado Springs residents felt the need to improve education is so great that employment standards for teachers should be raised and teaching made a career with better pay and more independence. Seventy-two percent agreed and felt more talented people would then be attracted to teaching. Again, there was approximately the same level of agreement among parents and non-parents.

Compare these Colorado Springs characteristics with the following findings from the Colorado State Survey:

> "Coloradoans have strong feelings about teacher preparation. Approximately 90 percent of the respondents indicate that prospective teachers should be required to pass an examination in the subject(s) they will teach. When this same question was asked nationally, the response rate was similar. Respondents also favor, by a margin of 4 to 1, elementary teachers being required to

> have a general education in all subject areas rather than specialization in one specific area.
>
> According to national studies, teachers generally oppose merit pay plans and favor tenure; the Colorado public does not agree. Over 75 percent of those surveyed approve of the merit pay concept, and 73 percent do not approve of tenure contracts.
>
> On the issue of the adequacy of teachers' salaries, almost 25 percent were unable to give an opinion. However, of the remaining 75 percent, well over half feel that salaries are too low. This differs from the national norm, where the majority of respondents feel salaries are about right. Whether the respondents are aware of the level of teachers' salaries or not, over 75 percent stated that compensation should be based on teaching performance and/or job responsibilities."

Colorado Springs residents seem to be more supportive of their teachers than are residents elsewhere in the state.

# Need For Quality Of Teaching To Change

Q. Do you agree or disagree that in order to educate students to new and different skills and capabilities as we discussed earlier, the overall quality of teaching has to change as well?

| | |
|---|---|
| **Agree** | **81%** |
| **Disagree** | **14%** |
| **Don't know/Not sure**<br>**No Response** | **5%** |

# Better Pay and More Independence For Teachers

Q. Some people say that the need to improve education levels is so great that we should raise employment standards and make teaching a career with better pay and more independence. They argue that, in this way, more talented people will be attracted to teaching. Do you agree or disagree with this approach?

| | |
|---|---|
| **Agree** | **72%** |
| **Disagree** | **25%** |
| **Don't know/Not sure<br>No Response** | **3%** |

## VI.-B. SUMMARY

Teachers in Colorado Springs receive a great deal of community and parent support. This could translate to community support for various recommendations in the Management Study including providing "constructive assistance to teachers."

Clearly, Colorado Springs residents are sympathetic to the salary needs of their teachers. Overall, both the Management Study and Colorado Springs residents seem to favor a refocusing of funds toward direct services.

# SECTION VII.
# FACILITIES

## VII.-A. DISCUSSION

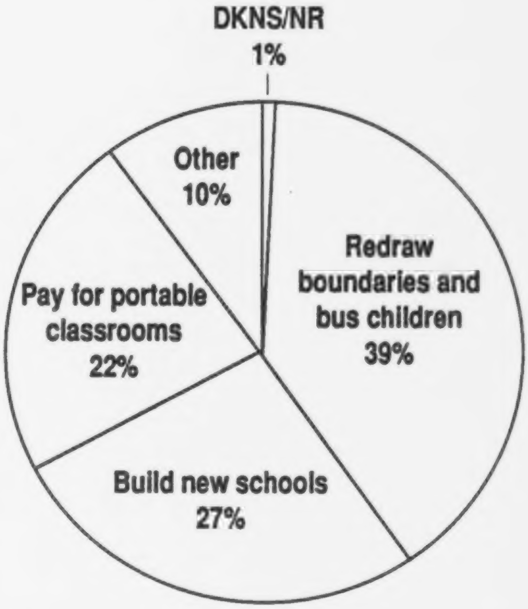
Respondents were asked to consider the situation of schools becoming overcrowded and to rank various approaches to alleviating the overcrowding.

Responses tended to divide fairly evenly between redrawing school boundaries, building new schools, and buying portable classrooms. No information was provided on the extent of overcrowding envisioned, or on the expense of various solutions. Solutions were compared to each other and ranked in relation to each other. There seemed to be slightly more support for redrawing boundaries than for the other two methods, but the "other," "don't know/not sure" and no response added to the lack of distinction between the three choices.

Given a choice between raising taxes or taking money from school programs and salaries to pay for facility maintenance and equipment, residents chose raising taxes by more than a 2 to 1 margin. There is no segment of the population that does not strongly prefer increasing taxes over taking money from programs and salaries.

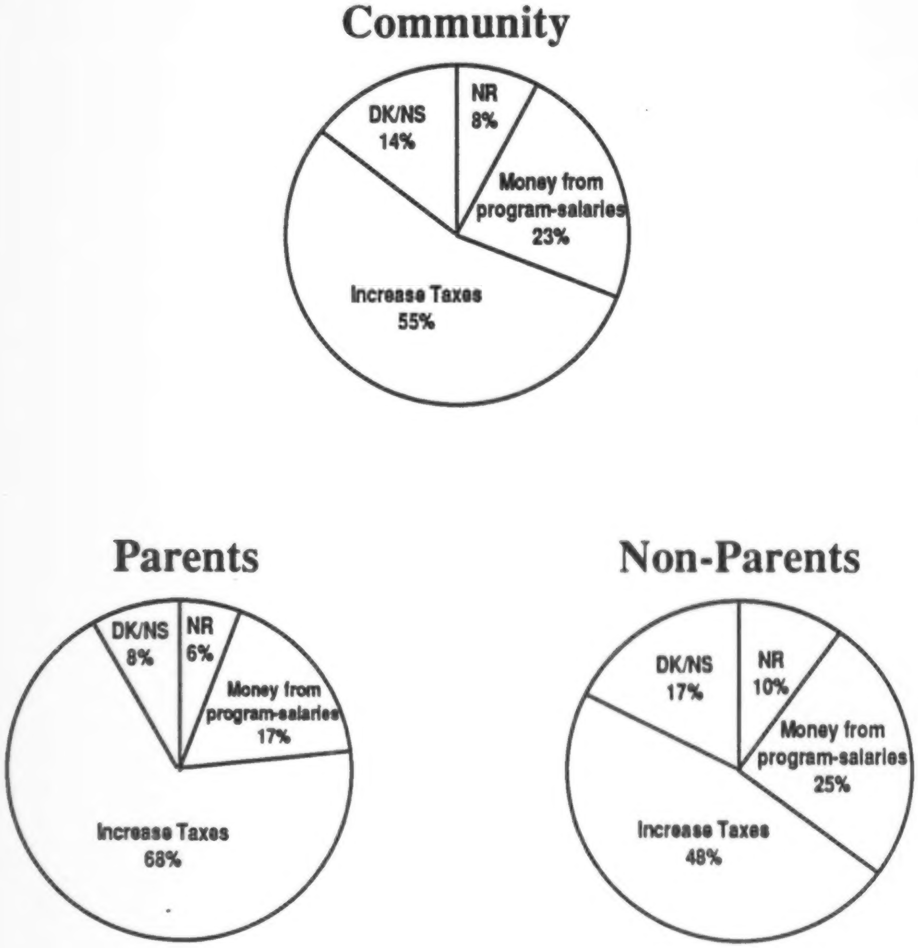
# Best Way To Alleviate Overcrowding

Q. When schools become overcrowded, what is the best way to alleviate the problem?



# How To Pay For Improving Facilities & Equipment

Q. If you knew it cost as much as $23 million to maintain and improve aging facilities and equipment in District 11, would you prefer taking money from programs and salaries, or increasing property taxes to support bonds for upgrading facilities and equipment?



## VII.-B. SUMMARY

Colorado Springs residents are divided on methods to best alleviate overcrowding. They also are overwhelmingly opposed to diverting funds away from instructional services to pay for facility maintenance and equipment. Instead, they prefer increasing taxes by a 2 to 1 margin.

The Management Study looks closely at transportation as an area where savings can be achieved to help support the costs of facility maintenance and improvement. This approach would seem popular with Colorado Springs residents. Again, they want to protect the funding of school programs and salaries.

# SECTION VIII.
# FUNDING

## VIII-A. BUDGET ALTERNATIVES

Respondents were asked the following question:

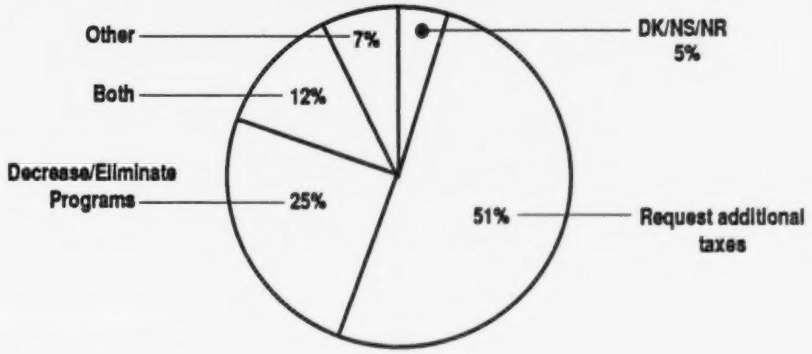
"Suppose the state legislature continues to decrease the proportion of money it gives to District 11. Should the schools decrease and eliminate programs and services, or request an increase in local taxes?"

The majority of Colorado Springs residents (over 51%) favor a request for increasing local taxes. The remainder of Colorado Springs residents are fairly evenly split between either decreasing and eliminating programs on one hand, or doing some combination or different approach on the other. Only 14% of Colorado Springs parents would cut programs without raising taxes.

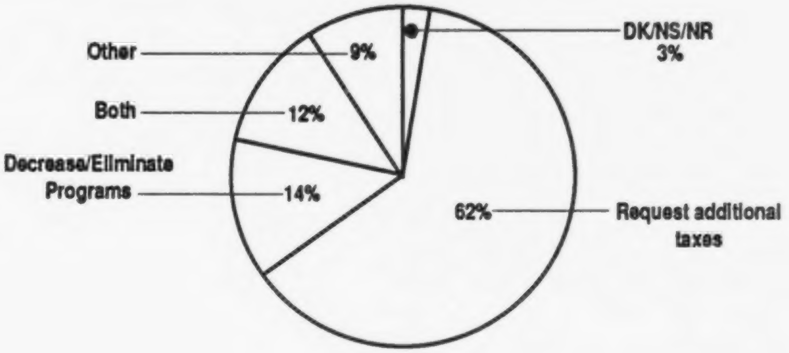
# Budget Options: Decrease/Eliminate Programs Or Request Additional Taxes

Q. Suppose the state Legislature continues to decrease the proportion of money it gives to District 11. Should the schools decrease and eliminate programs and services, or request an increase in local taxes?

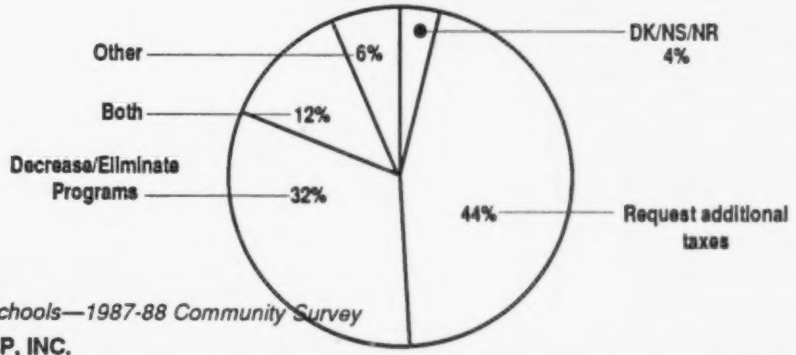
## Community



## Parents



## Non-Parents



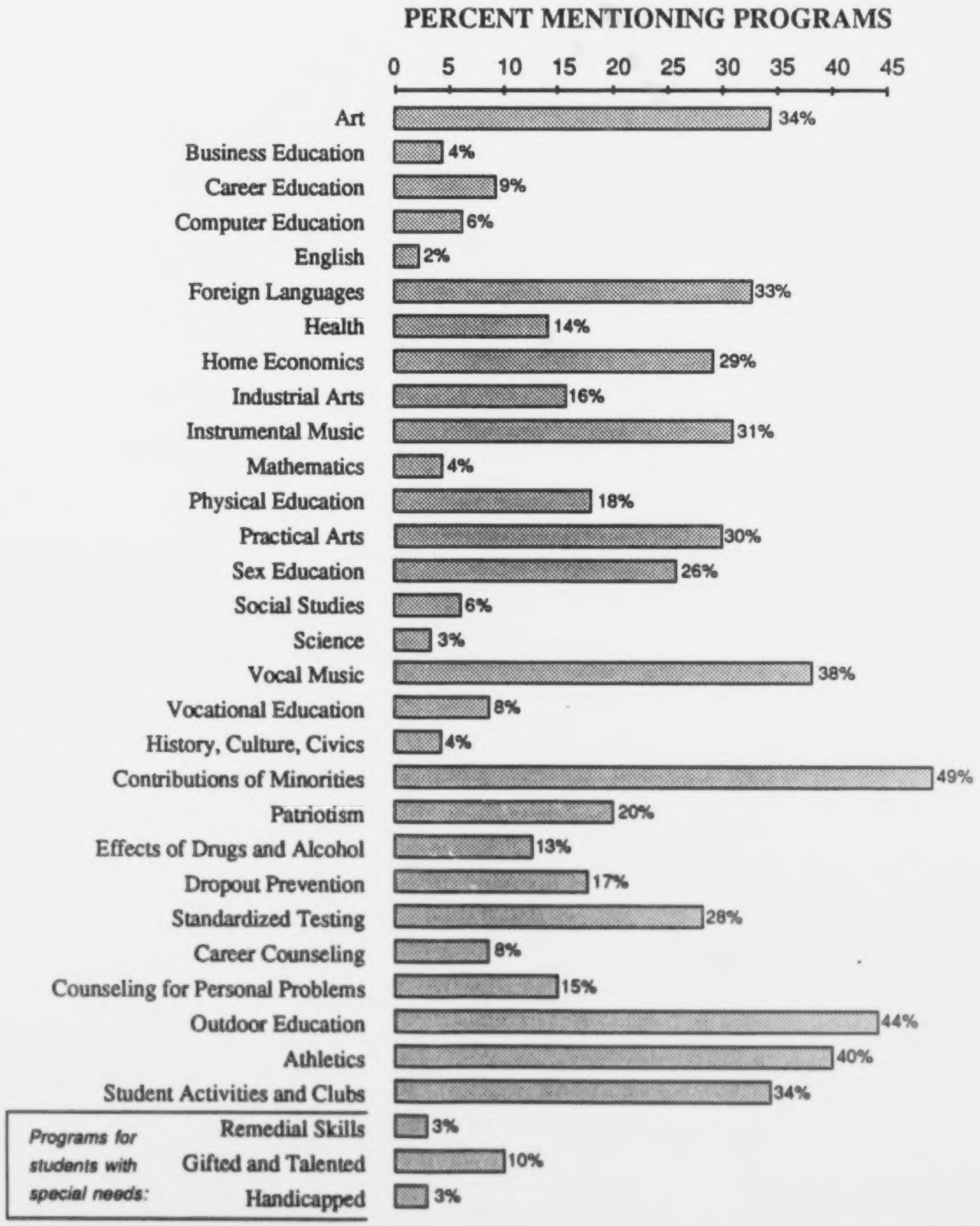
## VIII-B. PROGRAM REDUCTION PRIORITIES

**In the following three charts respondents were divided into three categories: those who would cut programs, those who would support a tax increase and those who would do some combination.**

**For those who would cut programs, they were asked to select which programs they would eliminate or reduce. The following chart shows that 34% of those who would cut programs would cut Art, 4% would cut Business Education, etc., Respondents could cut as many programs as they chose. Significantly, there is no program which would be cut by a majority of those people who would cut programs.**

# Programs To Decrease Or Eliminate

**(Among Those Respondents Favoring Decreasing Or Eliminating Programs Rather Than Additional Taxes)**



## VIII-C. PROGRAM MAINTENANCE PRIORITIES

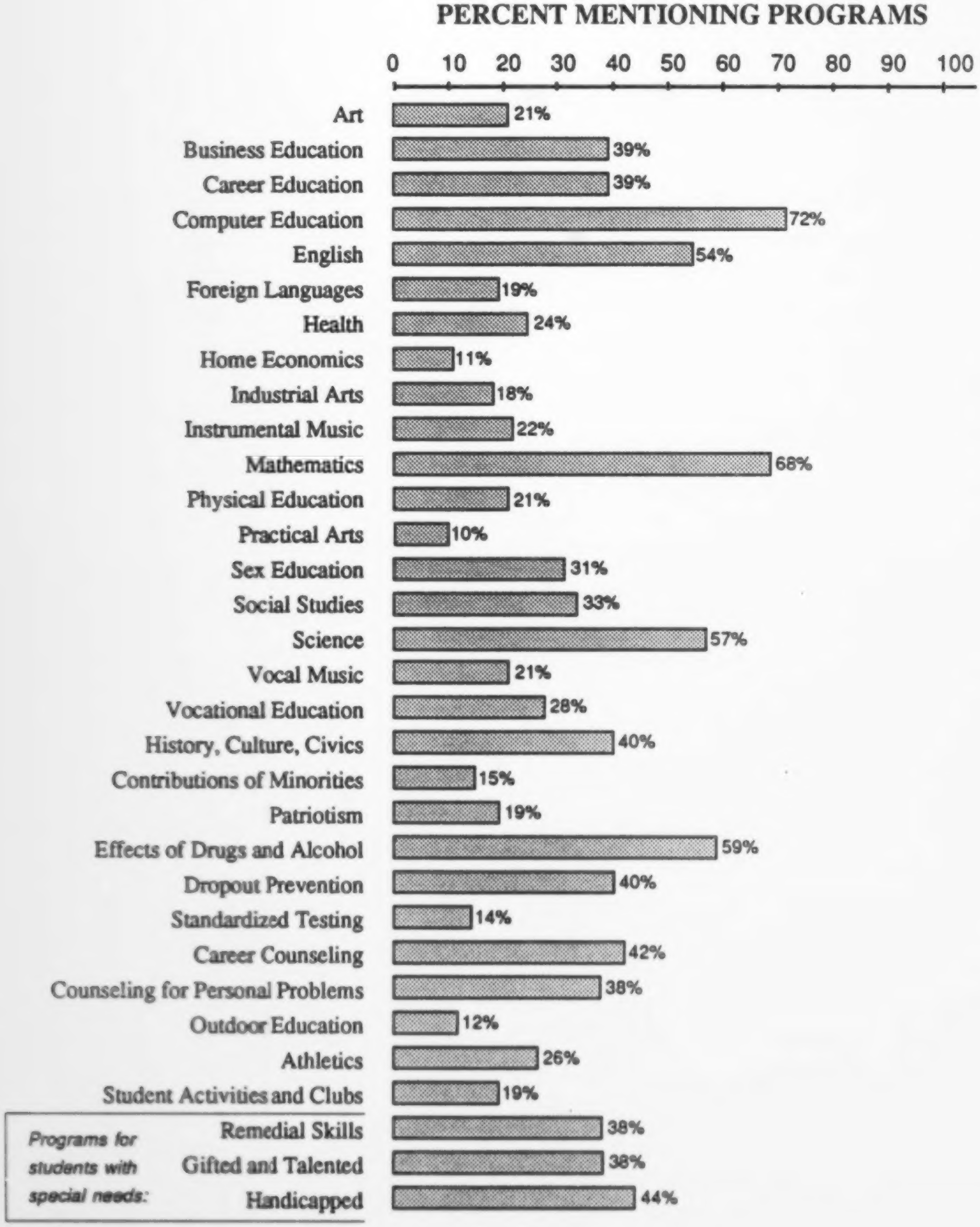
The following chart is for the majority of Colorado Springs residents who support requesting a tax increase. The figures show the percentage of respondents in that category who would be willing to pay taxes to support each of the various programs. A majority of those respondents would pay more taxes to support Computer Education, English, Math, Science and programs on the effects of drugs and alcohol.

The second chart shows the responses for those 12% of Colorado Springs residents who would both reduce expenditures and increase revenue. For each program, respondents were asked if they would reduce the program, leave it as is, or raise more taxes to support it. For example, of Colorado Springs residents who would use some combination approach, 27% would reduce Art, 6% would pay more taxes for Art, and 61% would leave Art as it is. Note that there are no programs which a majority of these residents would cut, but there are three programs, Math, Computer Education and English, for which a majority would raise taxes.

Those who would support a tax increase, either combined with program cuts or not, tend to prefer state taxes to property taxes. The large percentage of other and not sure responses diminishes this distinction. This preference, such as it is, is generally the same for parents and non-parents.

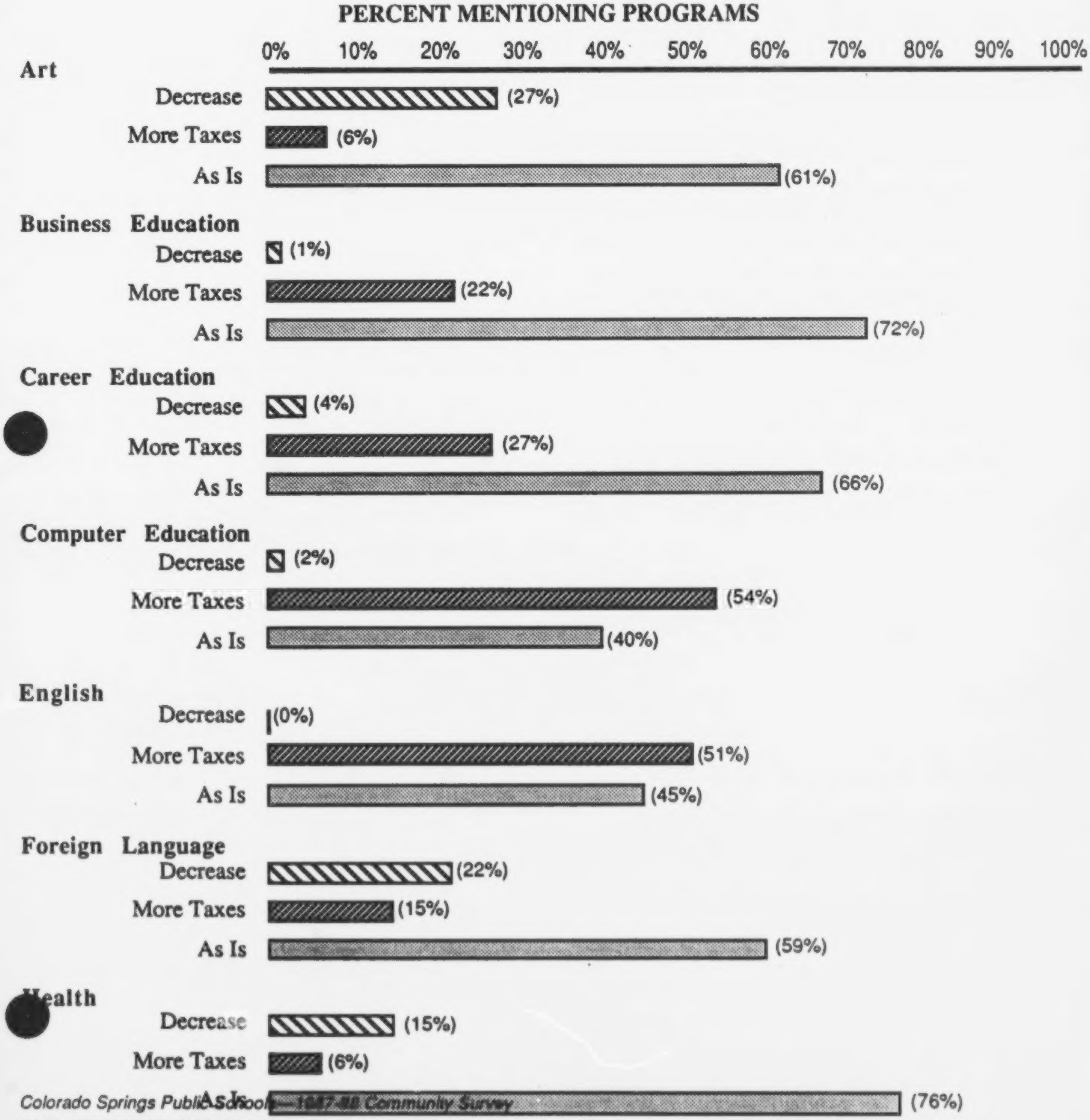
# Programs Worth More Taxes

## (Among Those Respondents Favoring An Increase In Local Taxes Rather Than Decreasing or Eliminating Programs)

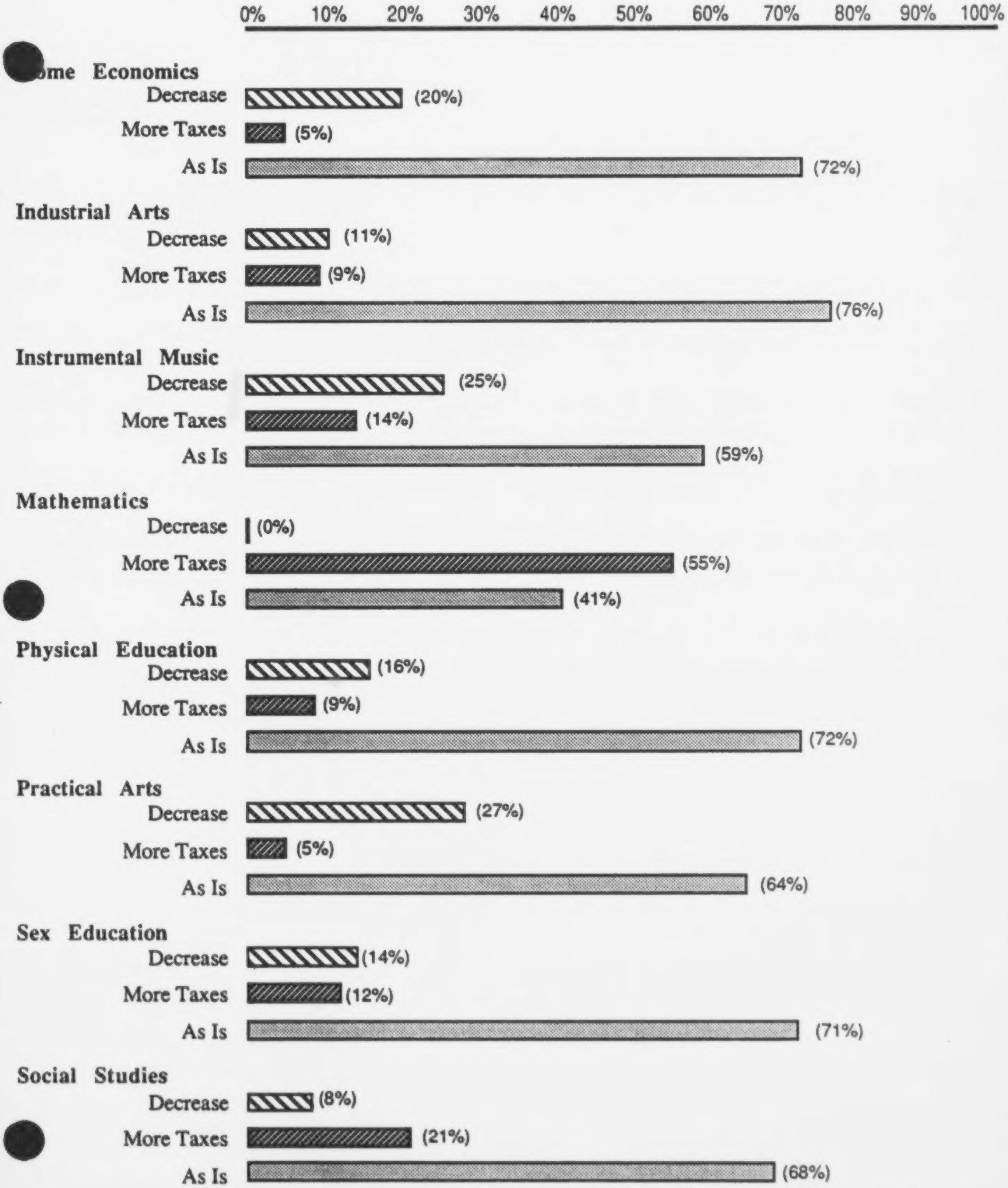


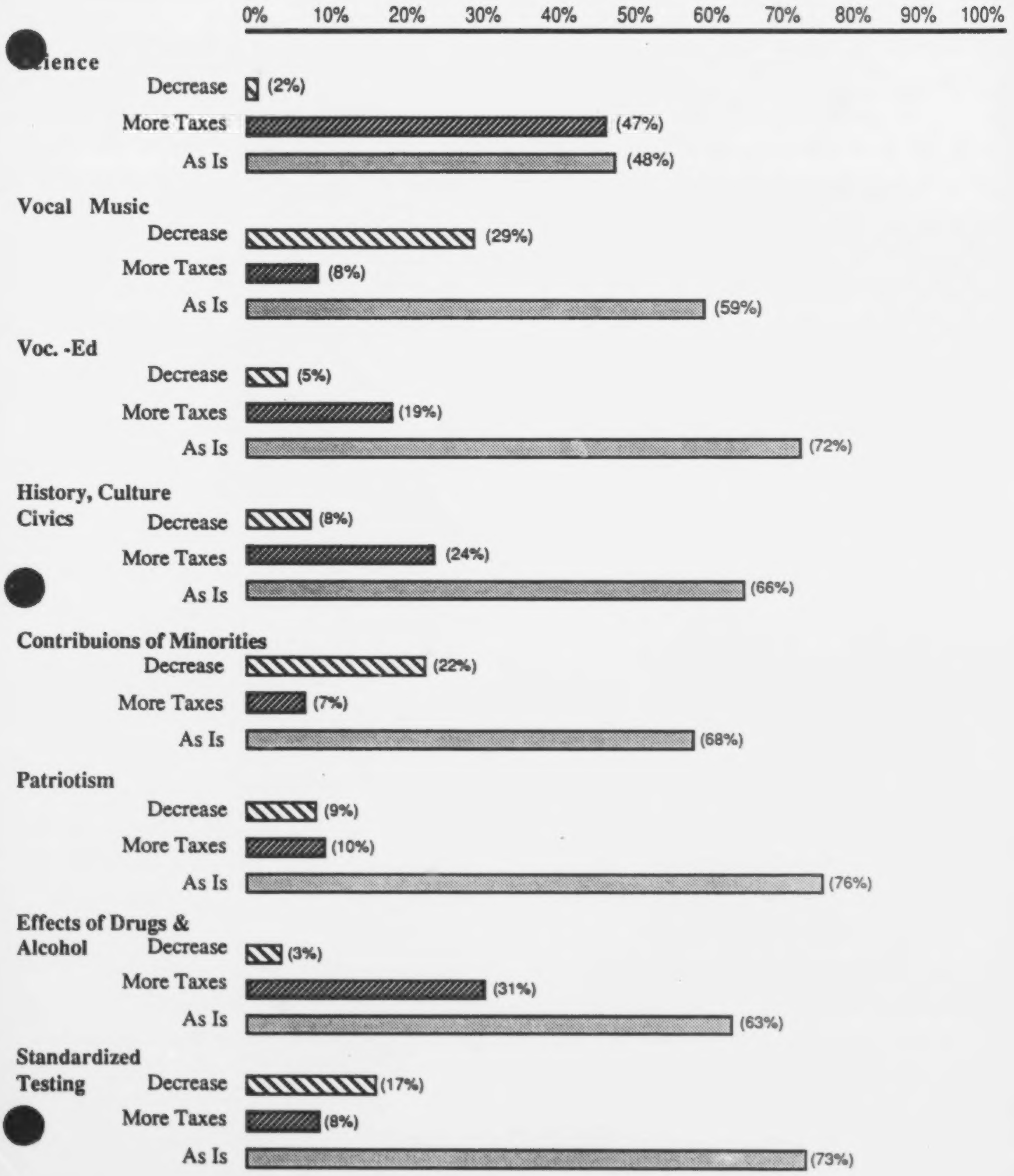
# Programs: Decrease/Eliminate; More Taxes to Continue; Or As Is?

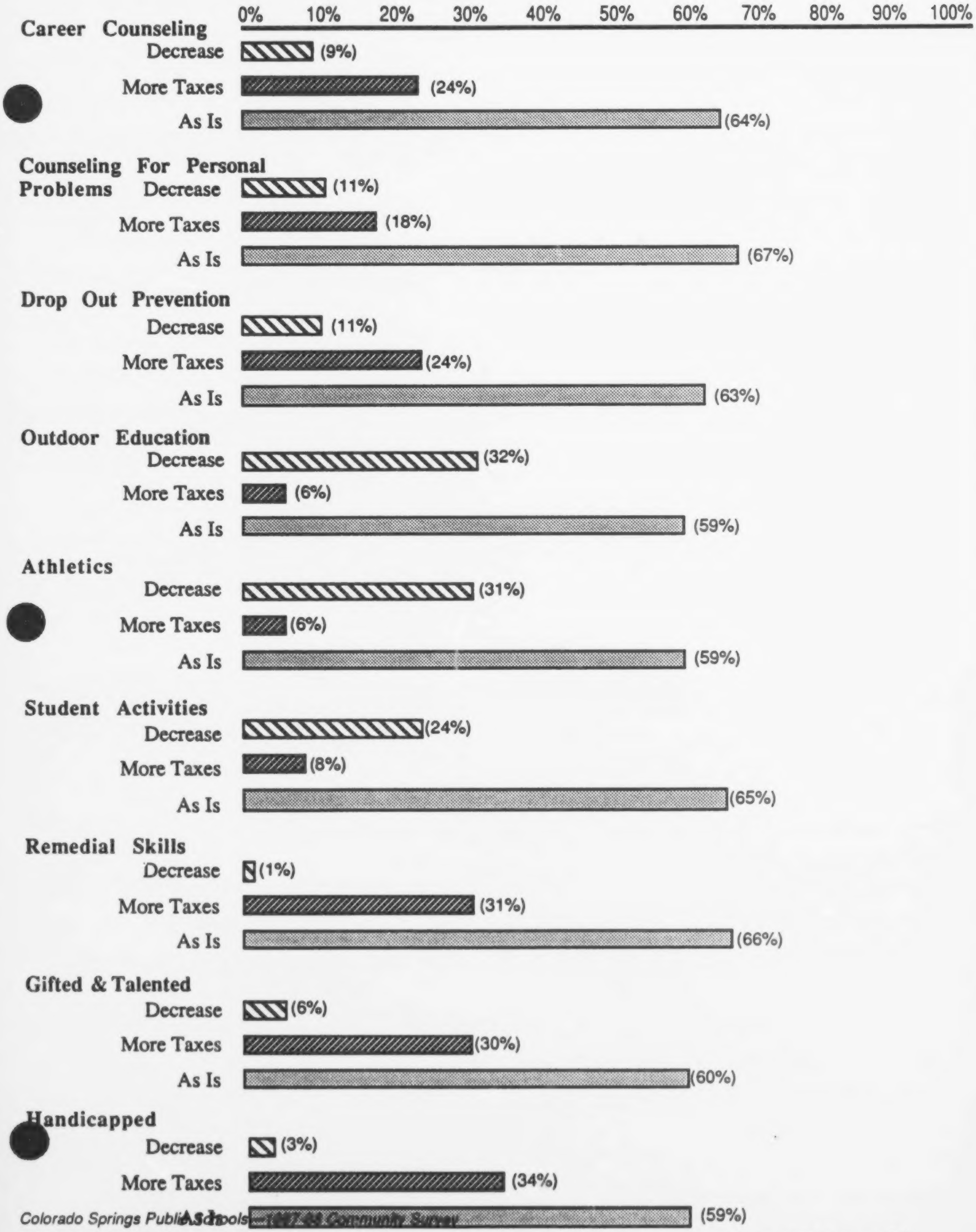
(Among Those Respondents Favoring Both Decreasing/Eliminating Programs and Requesting Additional Taxes)



*Colorado Springs Public Schools — 1987-88 Community Survey*

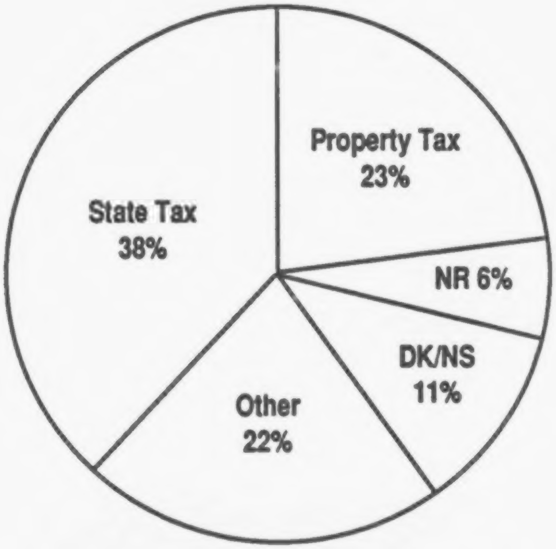

0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
ome Economics
Decrease
(20%)
More Taxes
(5%)
As Is
(72%)
Industrial Arts
Decrease
(11%)
More Taxes
(9%)
As Is
(76%)
Instrumental Music
Decrease
(25%)
More Taxes
(14%)
As Is
(59%)
Mathematics
Decrease
(0%)
More Taxes
(55%)
As Is
(41%)
Physical Education
Decrease
(16%)
More Taxes
(9%)
As Is
(72%)
Practical Arts
Decrease
(27%)
More Taxes
(5%)
As Is
(64%)
Sex Education
Decrease
(14%)
More Taxes
(12%)
As Is
(71%)
Social Studies
Decrease
(8%)
More Taxes
(21%)
As Is
(68%)


0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
ience
Decrease
(2%)
More Taxes
(47%)
As Is
(48%)
Vocal Music
Decrease
(29%)
More Taxes
(8%)
As Is
(59%)
Voc. -Ed
Decrease
(5%)
More Taxes
(19%)
As Is
(72%)
History, Culture Civics
Decrease
(8%)
More Taxes
(24%)
As Is
(66%)
Contribuions of Minorities
Decrease
(22%)
More Taxes
(7%)
As Is
(68%)
Patriotism
Decrease
(9%)
More Taxes
(10%)
As Is
(76%)
Effects of Drugs & Alcohol
Decrease
(3%)
More Taxes
(31%)
As Is
(63%)
Standardized Testing
Decrease
(17%)
More Taxes
(8%)
As Is
(73%)

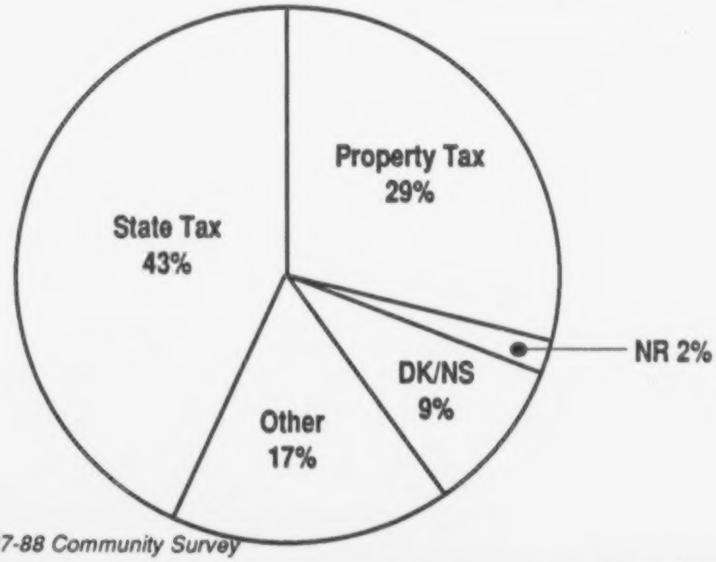

0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Career Counseling
Decrease (9%)
More Taxes (24%)
As Is (64%)
Counseling For Personal Problems
Decrease (11%)
More Taxes (18%)
As Is (67%)
Drop Out Prevention
Decrease (11%)
More Taxes (24%)
As Is (63%)
Outdoor Education
Decrease (32%)
More Taxes (6%)
As Is (59%)
Athletics
Decrease (31%)
More Taxes (6%)
As Is (59%)
Student Activities
Decrease (24%)
More Taxes (8%)
As Is (65%)
Remedial Skills
Decrease (1%)
More Taxes (31%)
As Is (66%)
Gifted & Talented
Decrease (6%)
More Taxes (30%)
As Is (60%)
Handicapped
Decrease (3%)
More Taxes (34%)
As Is (59%)

# Kind of Tax For Education

Among those respondents favoring additional taxes instead of decreasing/eliminating programs:



Among those respondents favoring both additional taxes and decreasing/eliminating programs:



## VIII-D. BUDGET CRITIQUE

The District 11 budget was divided into categories and all respondents were asked whether expenditures should be increased or decreased in those categories. This was not referenced to an overall funding cut or tax increase, but was restricted to increases or decreases within an existing budget.

The following chart shows the percentage of Colorado Springs residents who feel that a particular budget area should be increased, decreased, or remain as it is. There is a column for the percentage of residents who don't know or are undecided. For example, 26% of Colorado Springs residents feel expenditures for instruction should be increased; 3% feel such expenditures should be decreased. Fifty-seven percent feel that these expenditures should remain as is and 15% don't know or are undecided.

Similar to earlier findings, the most striking finding shown in this table is that there is no area of District 11's budget which a majority of Colorado Springs residents would either increase or decrease. This finding is true for parents and non-parents.

Of those who would change District 11 expenditure patterns, there are slightly more who would increase areas than decrease areas. This is especially true for parents.

If changes were to occur, increases in instruction, special education, pupil service, and instructional support, and decreases in school building maintenance, school and other administrative costs would be more popular. These findings tend to support the general recommendations of the Management Study.

# District 11 Budget Critique

Q. Here are the expenditures per pupil per hour that District 11 spends. Are there any amounts that you think should be increased or decreased?

| | | Increased | Decreased | As Is | DK/NS/NR |
|---|---|---|---|---|---|
| $2.03 | Instruction | 26% | 3% | 57% | 14% |
| .27 | Special Education | 22 | 4 | 59 | 15 |
| .19 | Pupil Service | 12 | 6 | 67 | 15 |
| .18 | Instructional Support | 14 | 4 | 66 | 16 |
| .07 | Transportation | 6 | 8 | 71 | 15 |
| .25 | School Building Administration | 3 | 23 | 58 | 16 |
| .38 | Building Maintenance and Operation | 3 | 10 | 71 | 16 |
| .27 | Other Administrative Costs | 2 | 26 | 56 | 16 |
| **$3.64** | | | | | |

## VIII-E. STRAW VOTE LEVY RESULTS

Respondents were asked the following question:

"If an election were held today would you vote for or against an increase in the mill levy resulting in an average increase of $50.00 per year on the taxes for an $80,000 house?"

The following chart shows percentages of Colorado Springs residents, parents and non-parents who would vote for a mill levy increase of the amount described. Of course, saying you would vote one way and actually doing so are two different things.

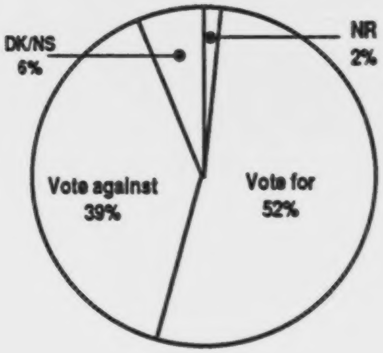
It is valuable to note that while parents are more likely to support a levy than non-parents, 1) they do not overwhelmingly support a levy and, 2) among motivated voters*, there are more who oppose a levy than support one (49% vs. 46%).

*Residents who usually vote in school tax elections and who voted in the county tax election in September.

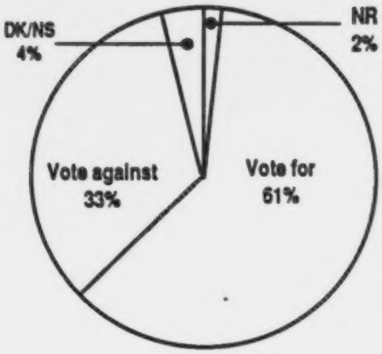
Six percent of Colorado Springs residents don't know how they would vote in such an election (4% of motivated voters). Among that group, more are leaning toward support for a levy than toward opposition. Importantly, about 38% of those who were undecided or negative initially toward the tax increase turned positive when told that District 11 spends less on education than most other school districts in Colorado.

# Straw Vote Results

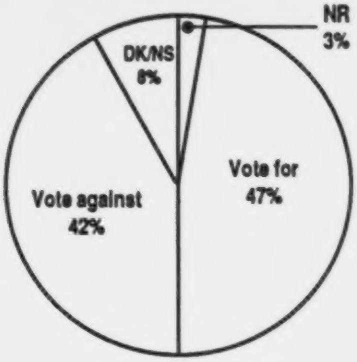
Q. If an election were held today would you vote for or against an increase in the mill levy resulting in an average increase of $50.00 per year on the taxes for an $80,000 house?



**Community**



**Parents**



**Non-Parents**

## VIII.-F. SUMMARY

Colorado Springs residents favor increasing taxes when needed to support their schools. They are generally supportive of the current District 11 budget, but they see a need to move forward in certain areas, such as Math, English, Computer Education, and would favor increased funding in these areas. In general, residents would not favor cuts in any District 11 programs to reduce spending.

Colorado Springs residents tend to prefer state tax increases as opposed to local tax increases, but are marginally supportive of a mill levy, if needed, to fund District 11 schools.

These findings are consistent with the 1984 Colorado State Survey, which showed general public support for increasing taxes to support education.

## SECTION IX.

## DEMOGRAPHICS SUMMARY

The following chart illustrates some general characteristics of Colorado Springs residents. Sixty-eight percent of Colorado Springs residents are property owners, and 76% are registered voters. Forty-two percent of residents are 45 years of age or older (compared to 38% nationally). Over 61% have attended some college (as compared to 56% nationally).

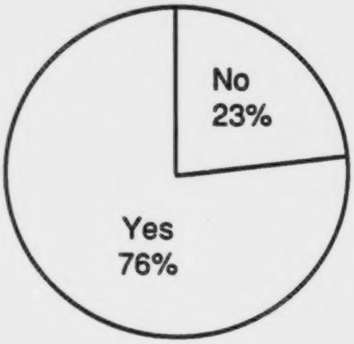
Parents of Colorado Springs students are younger than other residents and are slightly more highly educated.

Colorado Springs residents are not evenly distributed by high school attendance area and each area has a different proportion of parents.

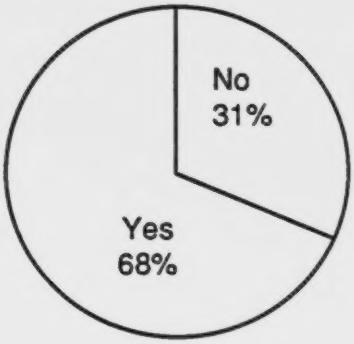
This would lead to the conclusion that a good deal of planning and communication would have to be done at the school rather than district level, to accommodate the differences between areas. In each area, however, a good deal of community involvement could be expected if the school was sensitive to its specific community.

# Demographics

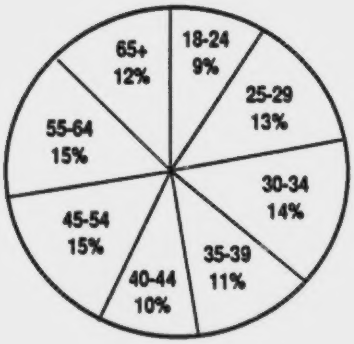
Registered Voter?



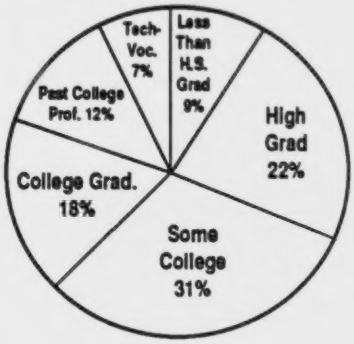
Property Owner
Who Pays Taxes?



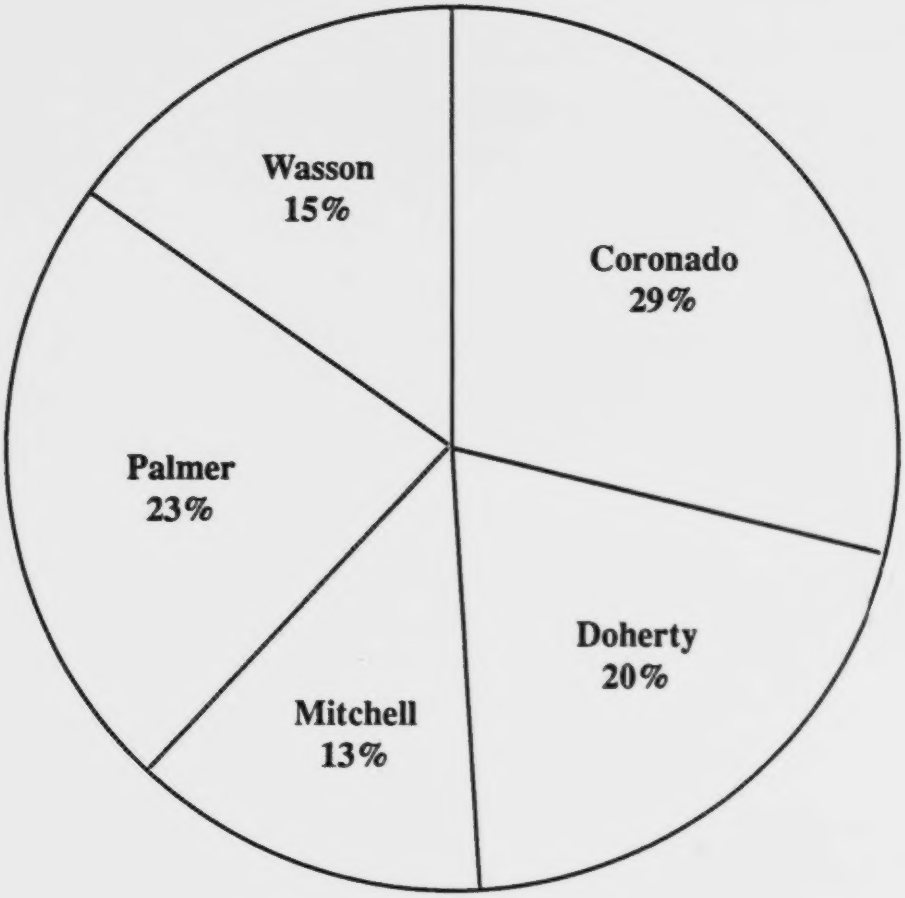
Age?



Education?



## High School Attendance Area of Colorado Springs Residents



## Colorado Springs Residents With School Age Children Or Younger

| | Yes | No |
|---|---|---|
| **Community** | 43% | 57% |
| Coronado | 40 | 60 |
| Doherty | 51 | 49 |
| Mitchell | 38 | 62 |
| Palmer | 41 | 59 |
| Wasson | 46 | 54 |

# APPENDIX I. COMMENTS - PARENTS

## A REPRESENTATIVE LISTING OF
## VERBATIM RESPONSES TO OPEN-ENDED QUESTIONS

Parent

Q2. What do you think is the best thing about School District 11?

- ~ Teachers are concerned with each individual child. My three children all have good rapport with their teachers; this shows extra effort by the teachers. Teachers communicate well with parents--give constructive input that helps parents improve their grades. The teachers at Lincoln acknowledge kids as being very intelligent.
- ~ Its past history as an exciting, innovative, and stimulating district. Had academic excellence and a great deal of instructional enthusiasm and energetic teachers but not now.
- ~ Activities in addition to regular education.
- ~ Teacher quality.
- ~ There is no overcrowding problem within District.
- ~ I like their counseling. They really show an interest.
- ~ It's a melting pot; it requires the child to stand on his own and be an individual.
- ~ They give kids a good education, a good background.
- ~ The first school, Wilson, was terrible, but the teachers at Will Rogers are good and seem to care.

~ I like the kindergarten teacher, she seems real nice, really interested in my child. She remembered my name after only one meeting.

~ The programs such as acting and dancing, however, I am concerned about the special programs for students with problems.

~ Their curriculum is satisfactory at Stratton.

~ I think the teacher quality is good. General curriculum meets the students' needs real well. I feel gifted and talented program is good.

~ The teachers' interaction with parents.

~ I like how they get parents involved and have volunteers.

~ Teacher communication.

~ I would say teacher and administrator availability.

~ Mixed nationalities.

~ Teachers show concern and take time with problems.

~ The teaching--they have concern for the kids. They have high standards.

~ They deal with the basics and with the self-esteem of students.

~ All opportunities available--band, pools, and music program.

~ Overall competency of educational staff.

~ Willingness, though it may be ineffective, to consider needs of all school kids.

~ Interested in knowing opinions.

~ Neighborhood schools are an excellent concept.

~ Its community participation, there is tremendous caring at North Junior and Steele.

~ They are pretty personable and they seem to have a caring attitude.

~ They are really interested in kids and are always willing to work with parents on problems.

~ Nothing is really outstanding.

~ The schools are well integrated with some high quality teachers.

~ Quality of teachers is excellent.

~ Quality of teaching.

~ High academics.

~ Special education services good.

~ They are doing the best that is possible with budget and crowding problem.

~ Programs for special education.

~ When a student misses class I like the idea that the school calls home to see what is wrong.

~ They care about the kids.

~ The accessibility of the staff to answer questions.

~ Programs for special needs such as handicapped.

~ Better administration responsiveness to the public.

~ The teachers have a lot of guts to work for that pittance.

~ Quality of teachers.

~ The variety in the curriculum.

~ They show interest in the kids, and they care.

~ Teachers willingness to talk with us. Good communications with staff.

~ They are moving forward as far as improving, but not covering basics well enough yet.

~ I like the activities they have for the kids and the teachers are nice.

~ Enthusiasm of school as a whole--bright, cheerful, pleasant employees.

~ Their extra programs.

~ Teachers

~ The personnel has been very helpful. They are cooperative in the office and the teachers are very helpful with the children's needs.

~ I like the way they keep the parents informed.

~ Teachers' willingness to work with parents.

~ Good teacher/faculty quality. Concern for students by teachers is very high.

~ Communicate with children. Take the time to talk with the students.

~ Don't Know

~ The availability of activities.

~ They provide a variety of things they teach besides the basics.

~ Education

~ I can't think of a real strength the district has. We've had very friendly teachers who are involved with the kids and invite parent involvement. They've sent papers home for us to review with the kids.

~ Home type atmosphere for the kids--they get more attention.

~ Teachers dedicated.

~ Staff involvement.

~ Dedicated teachers in the way they relate to the children.

~ Teachers show a great deal of interest and caring.

~ Stress on fundamentals in elementary and preparation for college later.

~ The personnel gets the parents involved.

~ The teachers and computers.

~ I like the education my son is receiving.

~ The variety in the different subjects being taught. The teachers are good and cooperative about talking with the parents.

~ The activities such as band and the music program.

~ Teachers

~ Teacher quality.

~ Academics

~ Variety of extra curricular activities such as music and sports.

~ The choir. 1/10th of the teachers are outstanding, if you can find them!

~ I do think they keep us informed through newsletters and papers. I feel if we ever have a problem I can personally go to any instructor.

~ I think they have a good variety of subjects for kids.

~ The elementary school teachers at Steele are quite good.

~ Good teachers. I like the principal and reading program.

~ Everything is pretty good.

~ No Response

~ No Response

~ No Response. The kids are in first grade.

~ The wide variety of courses that are offered.

~ There is a good mixture of academic and non-academic subjects.

~ For us it has been real good. Well supplied schools and teachers are good--my son's teacher called when he was absent.

~ Good teachers. Teachers and parents work together.

~ The teachers are good and they care about the students.

~ The student/teacher relationships. It seems to be a team effort.

~ Number of and location of schools relative to my home.

~ Concerned faculty.

~ Encourages parental involvement.

~ I like the west side area schools.

~ Don't Know

~ Good program.

~ The elementary school teachers and special education programs.

Parent

Q3. In your opinion, what's the single biggest problem facing the Colorado Springs Public Schools?

~ Money. Teacher's pay is not enough to maintain professionalism.

~ Excessive administrative structure.

~ Drugs

~ Budget cuts.

~ Funding

~ Not enough teachers.

~ The lack of discipline and authority for teachers.

~ Need to understand kids that aren't straight "A" students. Allow for even minor handicaps. The kids need to be motivated.

~ No Response

~ I don't actually know of any problems because my daughter is in kindergarten. Work on the knowledge of drugs available to kids. Update their drug information.

~ There are none.

~ Don't Know

~ Budget deficit, hate idea they are planning on cutting back in any area. I feel our children are our biggest assets and we need to provide as much as possible for them the best opportunities.

~ Overcrowding

~ Lack of space; causing bussing.

~ Drugs

~ Money.

~ The classes are too large.

~ I don't care for the open concept; I question having a middle school.

~ Overcrowding

~ Not having enough money.

~ Funding problems.

~ Money

~ Inconsistency in administration, policies, and teaching. To get an appropriate education for a particular child, you sometimes have to go to a particular school. This deprives the child of neighborhood social contacts.

~ Funding

~ Money problems.

~ Allocation of resources. The property tax is already too high and it is difficult to allocate. The board is in a dilemma.

~ We need larger classrooms.

~ Cut back in funding because there is not enough money to go around.

~ How to educate people properly. Emphasis on English, Math, Music, Latin, and Arts. The quality of teachers.

~ There are too many children and not enough help.

~ School lunch programs are extremely expensive.

~ Money--where is the funding coming from and how is it being used?

~ Heavy administration manning level as opposed to teacher manning level.

~ Overcrowding

~ Funding and politics

~ The bussing system is terrible. One of the daughters has to take the city bus, Palmer Park. The other daughter goes to North Jr. High and is farther and she takes the school bus.

~ Pushing the children in special classes too fast. They try to cover too much material in a short time.

~ Outdated material. Lack of teaching supplies in the class room.

~ Overcrowding--too many students and too little space.

~ Classes are too big.

~ Inadequate money for desired programs.

~ Insufficient funding. They need more money for teachers and extra activities.

~ No Response

~ Administration top heavy. They are attacking the budget in the wrong areas; they need to level off the staff, not the curriculum, music, and athletics.

~ Don't Know

~ Parents--kids are becoming less willing to learn.

~ No Response

~ I have not had any problems with the school.

~ Overcrowded

~ Money

~ Keeping good teachers (pay).

~ Don't Know

~ There isn't enough money and some of the teachers have to buy their own supplies.

~ The need for more money to operate schools. Open classrooms are not liked.

~ The lack of money caused cutting of music and other programs I feel are important.

~ Overcrowding--too many students in a classroom.

~ Don't Know

~ Lack of funds.

~ Lack of funds.

~ Money

~ Overcrowding. Bussing is a problem; I would like to see the kids closer to home and allowed to attend Holmes Jr. High.

~ Follow-up by principal and assistant principal on matters relating to problems with the school and students.

~ Budget and the amount of work.

~ Overcrowding

~ No retrieval program for females who get pregnant to get back into schools. Should offer a daycare center to girls so they can complete education.

~ How and where to spend the money.

~ Too big of a district, burned out in administration and staff - lots of turnover.

~ Funding

~ The lack of money.

~ Nothing comes to mind at this time.

~ Transportation--not enough bus service.

~ None at this time.

~ No Response

~ Too many administrators.

~ Budget--lack of money.

~ Overcrowding

~ I think teacher quality is real poor. They don't know how to teach, some don't even like children. My feeling is 50% of the teachers are of poor quality.

~ No Response

~ I have not been happy with the total ability of teachers. Transportation.

~ Deciding on boundaries.

~ Poor discipline

~ They don't keep you well enough informed.

~ No Response

~ Transportation

~ They are not willing to listen to parents.

~ Money--lack of it.

~ Funding for schools. The distribution of students.

~ Money. The city is growing so fast, not enough teachers in schools.

~ Cutbacks in funding.

~ There is not enough money to go around.

~ The lack of funding.

~ The teachers' pay is not adequate.

~ The school day is not long enough.

~ The libraries are not well stocked. The children are not encouraged to use it for reading or studying because there are too many regulations.

~ Money

~ Overcrowding

~ At Palmer, the kids get tickets by using the parking meters because there is no parking for them.

~ Need to interest kids in school so they will not drop out.

Parent

Q52. What can public education do to make us more competitive?

- ~ Teach people that minimum wage doesn't pay, it disrupts families. Educated people need opportunities for better jobs because a degree doesn't seem to mean much.
- ~ Teach thinking skills. Provide a non-threatening learning environment so they have a feeling of self worth.
- ~ Incumbent on district to impress on each student the seriousness of the problem first and incorporate some type of courses designed to deal realistically with the problem.
- ~ Make sure classes are presented such that it holds the student's attention and is retained later by the student in his/her life.
- ~ Teach in a way that encourages retention of what is taught.
- ~ Don't Know
- ~ Teach by example - honesty, character, and strength.
- ~ Better the quality of education and take an interest in all students.
- ~ No Response

~ No Response

~ More computers are needed for the students.

~ Don't Know

~ I think by providing our children with the best education we can in all areas--ethics, morality, skills, creative reasoning abilities, and fundamentals.

~ Pride in what you do and creativity.

~ To emphasize competitiveness, keep up on current affairs and teach them about their world.

~ Smaller classes to encourage more attention.

~ Give more emphasis to economics and business law.

~ Introduce to current skills, tools, and emphasize quality.

~ Give personal attention, support, and encouragement.

~ Make children realize that competition is tougher than it used to be.

~ I don't think we should be competitive, instead we should all get along.

~ No Response

~ Build awareness.

- ~ Continue creative programs for gifted and talented children, and the self-esteem programs for all students. Provide modifications for expectations of exceptional children.
- ~ Emphases should be on math, science, computers, general business, and new technology.
- ~ Get back to basics.
- ~ Teach the skills needed to work in a highly technological society and the capitalistic principles.
- ~ Put out good students.
- ~ Teach basics and to follow dreams.
- ~ Teach the three R's. Provide education to illuminate themselves.
- ~ No Response
- ~ No Response
- ~ Need an understanding of quality of work. Take pride in the finished product.
- ~ Nothing is free, if we want to compete we must do whatever is necessary to be competitive in the world market place.
- ~ Increase graduation requirements.
- ~ Don't Know
- ~ Don't Know

~ Build a good foundation by not pushing grade school too fast.

~ Teach the students to think for themselves to become more creative.

~ Teach more world affairs so they are made more aware of other world markets.

~ Teach kids about current events and ways to improve.

~ Creative thinking skills.

~ Pay the teachers better.

~ No Response

~ Get back to the basics and sciences, because we are graduating people today who cannot read or write.

~ Don't Know

~ More discipline and keep up with modern technology.

~ The reason we are getting so much competition is because our labor force is not what it should be. Teach more skills to students to produce quality work.

~ Teach the children the way business works and about competition in the business world.

~ No Response

~ Need to take a stronger interest in science, technology, and creativity.

~ Look into more creative courses for children and more high technology classes.

~ No Response

~ Don't Know

~ Better educate students.

~ Educate against labor unions as we know them today. Teach students to be proud of their work.

~ Teach students about world markets and other countries.

~ Don't Know

~ Teach upcoming technology and subjects that will be needed by the future work force.

~ Don't Know

~ Educate students more in basic areas.

~ Training in technology and a good basic foundation in learning.

~ Make people aware of what the competition is doing and get busy and do it.

~ Make the children more aware of world events and how the problems affect them.

~ Teach them good work ethics and to take pride in personal accomplishments. Emphasize creativity and realistic consumer education.

~ Go back to basics

~ Produce best students possible.

~ Generate more independent and creative thinkers. Encourage a better work ethic.

~ Teach more about the rest of the world.

~ Buy U.S. products

~ I don't feel that public education can do anything in this area.

~ Need to teach more about imports/exports, about who we trade with and competition in world markets.

~ Need more basic classes in computer, math, etc.

~ More emphasis on economics. Teach free enterprise.

~ Stress the basics of education.

~ Need to teach more computer, science, and basics.

~ Educate all students equally.

~ Need to generate enthusiasm and love of learning and a desire for success in all parts of our lives.

~ Education and competitiveness.

~ Instruct students in economics and marketing.

~ Higher expectations for students.

~ Need to educate children better by emphasizing more science, math, and computer courses.

~ Don't Know

~ No Response

~ Don't Know

~ Exposing students to other cultures.

~ The people themselves must decide--public education can't really do anything.

~ Emphasize economics and business courses.

~ Where they teach industrial arts, teach them to make quality. Quit giving away technology and use it ourselves.

~ Need to raise moral standards in business and build better products.

~ Extend the teaching day to teach more important subjects. Days are not long enough for students to get all their work done.

~ Need to educate students about the influence that third world countries have on our country.

~ Make sure students are involved and informed with information but not only numbers.

~ Stress sciences, math, and computer literacy.

~ Teachers need to show they care so the students will grasp what is being taught.

~ Treat all children as if they were gifted and talented.

~ Make students aware of what goes on in other countries and teach them about the different cultures.

~ More into marketing and business.

~ Emphasize the basics.

**Parent**

Q67. Finally, do you have any other thoughts you would like to share with me about public education and the schools in District 11?

~ Kids need to be taught and understand world economics. Year round school would disrupt family plans, it could increase dropouts if friends didn't attend school at the same time. Schools should make every effort to keep kids in school. Kids need to be challenged to prevent dropouts, otherwise they think it is repetitive and boring. Need to educate children that things aren't solved overnight.

~Great deal of pride and concern in District 11. They are going through a lot of administrative changes.

~ No Response

~ Not enough recruitment is done from within and this excludes people who have paid their dues. If outside recruiting is necessary it must be necessary that the person selected sign a binding contract.

~ Secondary English should include required reading to complete classes. This also applies to social studies and history. Physical needed after making teams. Know parents schedule and try to accommodate their schedule, especially the single parents.

~ My two oldest kids went to open classes in Woodland Park where grade levels were combined. I like that.

~ I only get a recording when I call Palmer High School, I'm too busy to call constantly. School district needs to get weather closing notification out sooner. Require character testing for teachers. Teachers should have more individual contact with students. The school should provide all transportation for sports and other school activities.

~ Dislike bussing of students. Need to take more time with average students.

~ Don't Know

~ Don't eliminate programs, you can make the classes smaller. Everyone does not use the extra courses. You already have the money (11.1%) maintenance (question #33). Why do they need to take it from other areas or more taxes? If you were spending it right it would be there.

~ More drama classes should be added.

~ No Response

~ I have the opportunity to compare District 11 and 20. I feel generally 11 has very good programs. I feel we are behind District 20 and find that disappointing. I feel District 11 needs to provide more competitive science and language programs. I am also somewhat disappointed in programs for special needs. My younger girls would benefit from a remedial reading program.

~ I'd have to say make lunch programs similar to District 12. Do away with quantity and go to quality.

~ I would like to see cuts in administration and do more for kids as opposed to cutting programs.

~ There needs to be more individual attention and supervision. The classes are too crowded.

~ I just don't feel elimination of any one program should happen, retain a certain degree of each program. We can maintain quality in the athletic programs and still cut expenses and equipment.

~ I like the cooperativeness and accessibility of teachers and the close attention that is given the students attendance.

~ I would like to see more homework. How do they decide the different groups for excellence? Need to pay better attention to problems.

~ Don't Know

~ I wish we could diagnose learning disabilities at a younger age.

~ Relatively happy with school system.

~ No Response

~ I'm appreciative of the district's desire to keep improving, to keep questioning and to seek better answers.

~ There should be an art program in elementary school.

~ Don't Know

~ I would like a copy of this survey. Increase the reward system for those that excel in education. I would like to see a reward for minority students, Black, Mexican, etc. An essay written on how to improve the education and the educational system, the encouragement of the students by the teachers and administration to get involved.

~ I'm satisfied.

~ No Response

~ The unbending of the roots where teaching is. More qualified teachers. Restrictions for hiring teachers. Less for the administration and more into hiring teachers.

~ No Response

~ Things seem to be going fine.

~ Strive to do the best we can with what we have. Has to be a happy medium between raising taxes and wants and needs.

~ I feel that as the district economy stands and as cuts are made, students will have to make sacrifices and the administration will have to also.

~ My primary concern is the overcrowding previously mentioned.

~ No drivers education program, quit harping about minorities, treat all the same. Foreign language should be in all schools.

~ At Ivywild the daughter was a straight "A" student. Going to school only one year the teachers would not give the daughter A's.

~ Don't push children as fast. If you have advanced students don't hold them back, have special programs for them. Let teachers have more control of classroom.

~ The need to do more for the minority children--more vocabulary and language development in the English language at the elementary level. There is a strong need to help the minority students in District 11.

~ No Response

~ Start controlling money better, don't waste it. Cut the administration.

~ Increase hours in school day and increase homework given to students.

~ The administration should be more vocal in asking for more funds, this is our future.

~ In general, they are doing a pretty good job.

~ We need a merit system for teachers, I do not believe in tenure. We need to stress more basics--the 3 R's. We need better counselling for students to support further education or to go into the work place. In the short time I have been associated with Wasson, I have been impressed with the variety of the curriculum and the quality of the teachers. I believe we need to evaluate our graduation standards by evaluating the education provided the students. Our graduation standards are too low, this can be supported by the number of students that have to attend college commitment programs. I would very much appreciate a summary of this survey.

~ I can only compare them with New York schools and here it is really good.

~ Increase discipline of students. Students getting away with too much. Should be forced to do work. Test out of high school--should be able to read, write, and apply math when graduate.

~ What I am hoping is that the new superintendent stays long enough to develop programs and see them carried out in the future. Take the students that do not go to college, they need more qualifications or skills to do what they want to do in life.

~ The teachers and parents should cooperate with each other for the good of the student.

~ I have a positive outlook on the schools.

~ I would rather see money come in from other taxes without cutting other courses--I like science and art at the top of the list. More creative work.

~ Increase career potential for teachers, to keep and get better teachers.

~ District 11 seems to be doing a good job with the children.

~ Don't Know

~ School willing to assist in helping students with learning problems, although this case was late in being handled.

~ Funding for necessary improvements should come from increased sales tax. Special emphasis should be placed on special F.D. programs increasing teacher salaries.

~ Doing an excellent job at educating students. Teachers are accessible.

~ Don't Know

~ Not at this time.

~ Nothing

~ No Response

~ Jackson doesn't teach phonics in reading and I believe it should. Look into year round program for schooling. The grounds and maintenance could be done better. Fencing at Jackson is an eyesore, gym at Jackson has water stained tiles.

~ Teachers should have to grade according to work turned in. They should not be allowed to give any grade they want to. They should not fail a student just because they don't like that student.

~ Like the idea of questionnaire, but not how it has leading questions. I would like information shared from questions. The district needs better public relations because there is a lack of concern in administration; no response to people.

~ Tenure should be monitored. Union's power should be limited and teacher's current productivity should be regulated. District should pay outside people to do their work; should be on more personal level with people. I don't like bussing.

~ Get to the kids. Rehire Bruno.

~ Not really. Education begins at home, can't expect schools to do it all.

~ Shouldn't have dropped driver's education without asking parents if they wanted to at least supplement. Be more consistent on snow policy. Opposed to bussing and changing boundaries.

~ Satisfied with program.

~ I like the teachers. Need more P.E., Art, and Computers.

~ Questions contained here do not avail themselves to the provided or yes/no answer.

~ No

~ A problem exists with the attendance computer making erroneous attendance calls, even when students have not missed school.

~ Teachers are very good.

~ I would like to see more money spent on the "hands on" teachers.

~ There appears to be some disciplinary problems, such as gangs on the school grounds, particularly in the Irving school.

~ We need to go back to year-round school system.

~ I think the schools encourage parent involvement, then limit it to only that which serves their needs. Parental input is disregarded when it comes to a school decision affecting your children.

~ No Response

~ Education is good, counselling needs improvement, college counselling, personal improvement with counselor himself. Counselor says you need to find counselling somewhere else.

~ I would support enhanced status for the teachers, independence, higher salaries, strict enforcement of certification of teachers, i.e., English teachers teaching English. I would encourage the school district to continue to support the downtown schools, in view of their importance to the cultural life of the city.

- ~ The discipline problem in the high schools is out of control. The administrators are paid too much money. Cutbacks are for teachers and programs, not administrators.
- ~ Don't Know
- ~ Don't Know
- ~ No thoughts.
- ~ Schools must be more open with the parents.
- ~ No Response
- ~ Bussing and boundary switching is a major problem. I think my child could attend a closer school.
- ~ Don't Know
- ~ No
- ~ No
- ~ Would like to see "C" track-type courses offered on evening and weekend basis.
- ~ Need very serious look at how money is budgeted. I feel there are some people/jobs that are overstaffed.
- ~ Stress academics more and lengthen school day! Lack of safety, no crossguards.

- ~ Not really. Just library system and lunch program needs improved.

- ~ Start running school like a business--be more careful about how money is spent--not cutting programs.

- ~ No Response

- ~ Like to see coach Bruno reinstated.

- ~ No Response

# APPENDIX II. COMMENTS - NON-PARENTS

## A REPRESENTATIVE LISTING OF VERBATIM RESPONSES TO OPEN-ENDED QUESTIONS

Non-Parent

Q2. What do you think is the best thing about School District 11?

- ~ District 11 teachers are getting more involved than they used to.
- ~ Public forums to discuss problem areas. PTA organization.
- ~ No Response
- ~ Not Sure
- ~ No Opinion
- ~ No Response
- ~ Progressive in programs and curriculum.
- ~ Convenience and the caring of the teachers.
- ~ Children seem to communicate well.
- ~ Caring teachers.
- ~ No Response
- ~ New superintendent and fresh ideas.
- ~ No Response
- ~ Creates lots of employment.

~ Don't know

~ Don't know

~ Bussing service.

~ Good schools - they seem to be well rounded.

~ Don't Know

~ Don't Know

~ Really don't know, I don't have kids in school.

~ I have not heard too many positive things about District 11.

~ Don't Know

~ Don't Know

~ Athletics

~ Don't Know

~ Don't Know

~ No comment. Don't know, I have small children.

~ Good computer program.

~ Don't Know

~ I don't know, but what I hear is good.

~ Don't Know

~ Don't Know

~ Don't Know

~ Don't Know

~ No Response

~ Good curriculum - teaches all around subjects.

~ Friendly teachers.

~ Transportation is good.

~ No Response

~ Not sure, they were only in school for 2 years.

~ Teachers stay and are pretty good.

~ Don't Know

~ They inform parents about absences.

~ Don't Know

~ They have some pretty good ball teams.

~ Don't know too much about District 11.

~ Student-to-teacher ratio is favorable.

~ Not Sure

~ Don't Know

~ It's convenient.

~ The teachers seem to be doing a very good job.

~ Communication with parents.

~ No Response

~ Allows parent input.

~ The facilities look good.

~ Good teachers.

~ Don't Know

~ Don't Know

~ Teachers are pretty good.

~ No Response

~ Don't Know

~ Open classroom concept in grade schools. This is what they had when we first came here several years ago.

~ Facilities

~ Don't Know

~ Nothing decent to say.

~ Very good teachers in the past.

~ **Special education - impressed with staff, I have a sister in a program.**

~ **Organized well.**

~ **Don't Know**

~ **Don't Know**

~ **Don't Know**

~ **The administration portion of it.**

~ **Unknown, since we just moved here in June.**

~ **Substitute teachers.**

~ **Good teachers.**

~ **Don't know about anything good because my experience with them was bad.**

~ **Some of the teachers - some of them take a great interest in the kids.**

~ **Current teaching methods.**

~ **Don't Know**

~ **Don't Know**

~ **The few good teachers who care about individual students.**

~ **They did a good job with my girls.**

~ Sports program availability.

~ Teacher qualities and caring.

~ Good academic programs.

~ They have very good teachers.

~ I can't think of anything good about District 11.

~ Don't Know

~ No Response

~ Letting parents know when children didn't show up for school.

~ No Response

~ Don't Know

~ They have a large district and their bussing system is on time.

~ Don't Know

~ Good music and college level programs.

~ Good programs.

~ Don't Know

~ Facilities

~ Trying to improve the schools.

**Non-Parent**

**Q3. In your opinion, what's the single biggest problem facing the Colorado Springs Public Schools?**

~ Education funds.

~ The administrative overhead.

~ Passing just to get them through.

~ Lack of discipline on the part of the students.

~ Money

~ Finance (funding).

~ Growth - it's growing faster than the district can keep up with.

~ Cost of quality education per child.

~ Bussing - too much confusion.

~ Drugs in the schools.

~ Top heavy administration - personnel wise.

~ No Response

~ Communications

~ Improper management, poor zoning and not enough money.

~ Don't Know

~ Financial problems.

~ Classrooms not full enough but want to build more schools anyway.

~ Don't Know

~ Lack of discipline.

~ Budget

~ Lack of money.

~ Money

~ Quality of education.

~ Don't Know

~ Lack of interest in students.

~ Too many administrators.

~ Funding

~ Money and discipline. Lack of finances in future.

~ Money

~ Not educating students well enough.

~ Don't Know

~ The teachers are losing their jobs. Teaching is not a good job in district.

~ Teachers should not ask for raises every year.

~ Don't Know

~ No Response

~ Top heavy - too many administrators.

~ Requirements not tough enough.

~ Not enough school crossing lights.

~ Lack of close schools in the area.

~ Better follow up on high school students.

~ Lack of funds.

~ Kids are not in school as long (day) too much free time.

~ The superintendent's priorities are confused.

~ Funding

~ Finances

~ They leave God out of school system and they are afraid to enforce discipline standards.

~ Facilities and student-to-teacher ratios.

~ Drugs and funding.

~ Lack of Special Education programs.

~ Growth

~ Don't Know

~ Large span between teachers and administration.

~ Don't Know

~ Don't Know

~ Moral problems.

~ The media reports I hear say shortfall in finances.

~ Lack of funds.

~ Being able to pay teachers enough to get proper quality.

~ Racism

~ No Response

~ No Response

~ Don't Know

~ Teachers do not have enough authority.

~ Discipline

~ Don't Know

~ A great lot of inadequately prepared teachers, that are unable to teach their students because they themselves are barely literate.

~ Not enough money to go around.

~ Budget cuts.

~ The growing population needs to be accommodated.

~ They are trying to cut too many programs, like music.

~ Nowadays there are too many people who can't read or write.

~ Poor writing skills.

~ Not enough challenge for students' abilities.

~ No knowledge of anything right now.

~ Lack of discipline in the classroom.

~ Transportation

~ Need to get to know and work more with students instead of the administration problems.

~ Drugs

~ Shortfall of money.

~ Drugs

~ Funds

~ Find a way to make school meaningful to kids.

~ It's been too long since I had children in school to know.

~ Teacher quality - lack of quality.

~ Drug abuse by students on school grounds.

~ Underfunded

~ Using money appropriately - how to use the money they have.

~ Administration

~ Drug problem - changing society and fast pace lifestyle.

~ Need of money.

~ Funding - not doing good with the money they have.

~ Too many administrative positions.

~ Don't Know

~ Not having enough to make ends meets.

~ Not enough discipline.

~ Keeping up with the growth.

~ Overcrowding

~ Better follow up on high school students.

~ Lack of finances in future.

~ Funds

**Non-Parent**

**Q52. What can public education do to make us more competitive?**

~ No Response

~ No Response

~ Don't Know

~ Teach more history , culture, social sciences, and computer courses. History is vital to knowing where we come from and where we are going.

~ No Response

~ More requiring of students basic academic curriculum and acquire higher quality teachers. Monitor them and support them (teachers).

~ Teach the kids more about the world. Teach them how businesses are run and what lies ahead in the future. Show kids the impact of bringing in the foreign products.

~ Teach us how to obtain greater return by using less resources.

~ How do you teach someone to be more competitive? That is up to the student.

~ Go to school 12 months out of the year.

~ Instill the desire to be productive and pride in work. The older basics.

~ Teach students to persevere and not give up!

~ Don't Know

~ Provide more challenges to the students so they learn more.

~ Educate people to the same standard. Everyone should get a good education.

~ Teach them pride and quality.

~ More involvement of teachers (teachers not as dedicated).

~ Don't Know

~ Make sure to teach the basics.

~ Strong emphasis on Business Education.

~ Bring education standards to the level of those countries that are in competition with us, more work/study discipline.

~ Teach the children what is taking place in the world affairs today.

~ Educate teachers better.

~ Teach people how to learn; teach people how to think, how to use their brain.

~ Don't Know

~ Don't Know

~ Don't Know

~ Raise expectations of all students.

~ Increase our import tax ten-fold.

~ To teach dedication to the job being done to improve results.

~ Don't Know

~ Have more debates and contests in the classroom like spelling bees.

~ Don't Know

~ Don't Know

~ No Response

~ No Response

~ Better science education.

~ Encourage students to pursue higher education.

~ Teach them more about working hard.

~ Continue to teach the basics such as math and science.

~ Teach American way and try to be #1 again. Change curriculum in schools to teach technology (up-to-date).

~ Don't Know

~ Don't Know

~ You have to understand the trade - qualifications for teachers to teach.

~ Don't Know

~ Teach the people that the unions are not the way to go.

~ Stress more math and science.

~ Make sure they know basics and expand on important future skills, i.e., computer, math, chemistry, and physics.

~ Need to instill the ability for students to want to do the job right.

~ Make student know how to reason more effectively.

~ Teach us more things about competition.

~ Teach us to live with one another.

~ Equal pay established for educations.

~ Require higher standards from both students and the schools.

~ Don't Know

~ Make sure all people get equal chance to excel.

~ Don't Know

~ Stricter education programs, more discipline and formal approach.

~ Don't Know

~ No Response

~ No Response

~ To teach children the difference between communism and the U.S. lifestyle to help them appreciate what we have and work harder.

~ Concentrate on vocational and industrial skills.

~ Strive for perfection.

~ Don't Know

~ Give a good basic grounding permitting students to move on to higher and better things.

~ No Response

~ Decrease welfare costs and unemployment costs - labor for more productive life.

~ Spot out students with most potential and emphasize skills they are most interested in, whether that be workshops or special classes. I think they should financially support other school activities equally. Such as, giving the marching band equal attention as compared to the football team. The band should not have to raise funds themselves to support the school.

~ Make the teachers cope with kids' problems.

~ Don't Know

~ Don't Know

~ Funding junior colleges, making them part of the public education system.

~ Set high standards and hold the children to it.

~ Teach work ethics.

~ Stress importance in taking responsibility and stress quality in their work.

~ No Response

~ They need to develop a better self image in children.

~ No Response

~ Don't Know

~ Don't Know

~ We need to quit teaching facts and teach concepts.

~ Foreign import and export.

~ Make sure basics are taught and learned.

~ No Response

~ Don't Know

~ Educate to what is going on in business and government.

~ Teach better.

~ Not Sure

~ Demand more excellence out of teachers and students.

~ Teach students to have more pride in work so they can compete.

~ Don't Know

~ Don't Know

~ Don't Know

~ Don't Know

~ Help students get interested in technical fields.

~ Teach them more civic responsibility and pride in their work.

~ Don't Know

~ No Response

~ Don't Know

**Non-Parent**

Q67. Finally, do you have any other thoughts you would like to share with me about public education and the schools in District 11?

~ No Response

~ I would like to see the whole state education system placed on a regent basis. I would like to see lottery funds redirected for education instead of recreation. For example, if a special interest develops, let the people pushing for it pay for it. When District 11 gets in financial problems it should hire a financial management firm to do an analysis of the situation and make a recommendation.

~ Not really

~ Students have too much free time. I feel that the practice of spending large amounts of money on parking lots, could be used for schools. There appears to be unnecessary commuting by students. Students must put more hours in class rooms.

~ No Response

~ Keep in mind the real purpose of education.

~ I think they are keeping up with the times pretty good, but they have to keep going.

~ Public education has to make children aware that they must adapt to a rapidly changing world--they must be more flexible.

~ None. I felt the questions were loaded.

~ Agree with teachers' strike. Keep up the curriculum.

~ Not at this time, survey says it.

~ Not at this time.

~ No

~ Hope that the zoning problem will be solved before children go to school. Do not want to be bussed across town when there is a school in the neighborhood.

~ We need to keep up our education standards. The majority needs to be taught.

~ Don't Know

~ All year round schools initiated because of overcrowded classrooms--cost high after into effect--functioned well then but they discontinued it.

~ No Response

~ Money doesn't solve all the problems.

~ No

~ Need to teach individual ethics and responsibilities we each have. Modify tenure to eliminate overall protection. Outside of school consultants should not direct tax payer education. Administration is responsible for this.

~ I was appalled that they do not have supervision in the playground where the kindergarten children play.

~ Hire out of state teachers.

~ No

~ Should interest students more--motivation to go to school.

~ No

~ The foundation of public education is mainly humanistic. This is why they are having the problems they do. It's a spiritual problem.

~ Pay attention to what Mr. William Bennett suggested in his school curriculum.

~ See the schools go back to teaching the basics proficiently and include and add a course that used in almost all business world and that is typing.

~ Don't Know

~ No Response

~ Keep teaching phonics, you can't learn to spell without it.

~ No

~ Don't Know

~ No Response

~ No Response

~ No

~ Stay up with the changing times.

~ No Response

~ Keep doing a good job.  Bring back the modular program.

~ Administration gets too much pay.

~ No

~ No

~ Don't Know

~ No Response

~ My opinions are not against District 11, but of all public schools.

~ Need to strengthen our education and vocational system at whatever costs.

~ Get businesses more involved and have work programs with them or set up tours so they know more about them.

~ No

~ No

~ No Response

~ Don't Know

~ Nothing at this time.

~ No

~ Like to see a moment of silence. Improve character of teachers.

~ Spend more money on programs for minority children to bring them up.

~ No

~ Don't Know

~ No

~ No Response

~ No Response

~ No Response

~ 1. Rules/regulations not properly enforced. Teachers cannot be a friend; there must be enforcement.
2. Materials (workbooks) are provided by school, these should come out of parents' pocket not taxpayers'.

3. Classes must be scheduled and attended during all periods of the school day.

4. If child is not motivated by basics, there needs to be a system to vocationally or industrially educate these students. Creates interest.

5. There needs to be a very serious/good personal problem counselling program.

6. Are luxury items (carpet, decor) really necessary? Learning/show items should be.

7. Need program to encourage parent participation in school with children.

8. Provide meals that kids will eat.

9. School office needs to know what programs, plays, etc., are being presented in the schools, what is going on at all times.

~ Kids not prepared vocationally.

~ Don't Know

~ Don't Know

~ Make the school year-around instead of having a summer school. If good and competent teachers are hired, a decent salary should be paid.

~ Don't Know

~ No Response

~ I think the teachers work for the money, not to educate the children.

~ No Response

~ No

~ I feel that public schools are in a popularity contest and have little to do with education and that is fostered by some of the educators. I doubt that it is bad if it does not maximize educational possibilities.

~ Good luck.

~ How does anyone get education in an undisciplined atmosphere? Need listening skills taught.

~ Administration is not responsive to parents.

~ Need to screen counselors better to help the children to do better and to think and speak positive, regarding students.

~ Some kids don't get attention at home so they get it at school. The teacher should listen to the student.

~ Pay more attention to student problems and help them in time to do something about it.

~ Should have year around schools.

~ Schools need more money.

~ Needs to be less confined and restricted. Needs to be open and enjoyable for the teachers and students.

- ~ I had four girls that went to District 11 and they all went to college.

- ~ There should be some way to keep people who don't have kids in school informed of what is being offered and if volunteer help is needed, when/where is it needed. What is the cost of this survey?!

- ~ Not at this time.

- ~ No Response

- ~ I was very happy about the education my children received in high tracks, but my one that was in a low track, I wasn't happy with. The whole person needs to be educated.

- ~ Please read any book by John Hoyt! I personally prefer home schooling for the sake of not only my son's education, but his values and morals!

- ~ Need to get back to more basics. Get better communication between administrators, teachers, parents, and students.

- ~ Need to trim some of the excess that exists in central administration instead of textbooks and programs that effectively affect students. I would also like to see a differential high school certificate specifying a level of competence.

- ~ Don't Know

- ~ Don't Know

~ Keep it up.

~ Don't Know

~ Don't Know

~ Don't Know

~ Don't Know

~ More attention to financial waste and spending is needed.

~ Need to cancel school on snowy days.

# APPENDIX III. QUESTIONNAIRE, WORKSHEET A.

# AND SHOWCARDS

## Interview Guide for Face-to-face Survey

Questionnaire No. 1-3-__ __ __.

Date:_____________.

Sample Point No. 4-5-__ __.

Respondent's First Name:_____________________________________.

Interviewer's Name:__________________________________________.

Time Interview Started:_______ Time Interview Completed:_____.

Hello, I'm ______________________, a researcher working for Colorado Springs School District 11. We are doing a community survey of Colorado Springs area residents about education, and would like to ask you some questions.

(SHOW ANY SUPPORTIVE DOCUMENTS)

Your opinions are very important to us and your responses will be kept strictly confidential. This survey will help us better understand what the community expects from us as we deal with planning for our future. Could you take about 30 minutes now to respond? (If no, ask "When would be a more convenient time for me to come back?") Thank you.

1. Students are often given the grades A, B, C, D or F to show how well they are doing in school. Suppose District 11 public schools were graded in the same way. All things considered, what grade would you give the Colorado Springs public schools?

6- 1- A
2- B
3- C
4- D
5- F
8- Don't know/not sure (DK/NS)
9- No response (NR)

2. What do you think is the **best** thing about School District 11? (RECORD IN SPACE BELOW/PROBE)

DO NOT RECORD
IN THIS SPACE
___ ___
7 8

3. In your opinion, what's the single biggest problem facing the Colorado Springs Public Schools? (RECORD IN SPACE BELOW/PROBE)

DO NOT RECORD
IN THIS SPACE

___ ___
9 10

4. Do you have any children of school age or younger?

11-1 Yes
2 No

IF CHILDREN:

5. How old are your children?

6. Do these children attend public schools or private schools?

| # of children in each age category | | | Public | Private | Both | NR |
|---|---|---|---|---|---|---|
| 0-4 | 12-___ | 13- | 1 | 2 | 3 | 9 |
| 5-11 | 14-___ | 15- | 1 | 2 | 3 | 9 |
| 12-14 | 16-___ | 17- | 1 | 2 | 3 | 9 |
| 15-17 | 18-___ | 19- | 1 | 2 | 3 | 9 |
| 18-21 | 20-___ | 21- | 1 | 2 | 3 | 9 |

Internal-External Communication

IF NO CHILDREN:

7. Have you had any contact with District 11 in the past six months?

22- 1. Yes
SKIP TO QUESTION 10 - - -2. No
8. DK/NS
9. NR

8. Would you say that your most **recent** contact with the District 11 schools was a positive or a negative experience?

23- 1. Positive
2. Negative
3. Both
4. No experience

9. What was the nature of that contact?

24- 0. Open house
1. A conference
2. A phone call
3. A visit
4. Volunteer activity
5. To vote
6. Newspaper article
7. Other:______________
8. DK/NS
9. NR

10. (HAND RESPONDENT SHOWCARD A) On this showcard are some different ways people get answers to their questions about the schools. Which ones do you now use?

1-Mentioned
2-Not Mentioned
8-DK\NS
9-NR

| | | | | | | |
|---|---|---|---|---|---|---|
| 01. | Call school staff | 25- | 1 | 2 | 8 | 9 |
| 02. | Call district central administration | 26- | 1 | 2 | 8 | 9 |
| 03. | Look in the Gazette Telegraph | 27- | 1 | 2 | 8 | 9 |
| 04. | Look at weekly newspapers | 28- | 1 | 2 | 8 | 9 |
| 05. | Look at school newsletters | 29- | 1 | 2 | 8 | 9 |
| 06. | TV | 30- | 1 | 2 | 8 | 9 |
| 07. | Radio | 31- | 1 | 2 | 8 | 9 |
| 08. | Talk to friends | 32- | 1 | 2 | 8 | 9 |
| 09. | Talk to my children | 33- | 1 | 2 | 8 | 9 |
| 10. | Talk to other people's children | 34- | 1 | 2 | 8 | 9 |
| 11. | Public meetings | 35- | 1 | 2 | 8 | 9 |
| 12. | Personal experiences with the Schools | 36- | 1 | 2 | 8 | 9 |
| 13. | Other (specify) | 37- | 1 | 2 | 8 | 9 |

________________________

11. (IF MORE THAN ONE WAY) Which one do you use the most? (RECORD NUMBER FROM ABOVE) 38-39 ___ ___

12. (HAND RESPONDENT SHOWCARD B) On this card are some different ways the school district can keep you informed about the schools. Which is the best way for the district to get information to you?

40.41-
01. Newspaper
02. Radio
03. School newsletter
04. School mailings
05. Open house
06. PTO/PTA meetings
07. Notes from teachers
08. Special written reports
09. Students
10. School employees
11. TV
12. Other adults/friends

13. (HAND RESPONDENT SHOWCARD C) What kinds of school information would be most interesting to you?

1- Mentioned
2- Not Mentioned
8- DK\NS
9- NR

| | | | | | | |
|---|---|---|---|---|---|---|
| 01. | My child's progress | 42- | 1 | 2 | 8 | 9 |
| 02 | Curriculum | 43- | 1 | 2 | 8 | 9 |
| 03. | Teacher/teaching methods | 44- | 1 | 2 | 8 | 9 |
| 04. | School rules/policies | 45- | 1 | 2 | 8 | 9 |
| 05. | Financial information | 46- | 1 | 2 | 8 | 9 |
| 06. | Extracurricular activities | 47- | 1 | 2 | 8 | 9 |
| 07. | Special services available | 48- | 1 | 2 | 8 | 9 |
| 08. | Everything | 49- | 1 | 2 | 8 | 9 |
| 09. | Other(record: ___________) | 50- | 1 | 2 | 8 | 9 |
| 10. | Can't say/no response | 51- | 1 | 2 | 8 | 9 |

14. (IF MORE THAN ONE WAY) Which one would be most interesting to you? (RECORD NUMBER FROM ABOVE) 52-53 ___ ___

## Programs and Services

15. Now let's consider the programs and services offered by District 11 and how important they are to preparing students for the future. (HAND RESPONDENT WORKSHEET A) This sheet lists the 13 major curriculum areas and additional services and programs available for students. I want you to rate each item using the scale at the top of the sheet. You can see that there are three columns. Please use the scale and rate the importance of each item as it applies to the three goals listed. This may seem a bit difficult at first, but when you get started it will move along quickly. Start where the X is marked and proceed down the list first then go back up to the top and finish.

|  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|
| NOT AT ALL IMPORTANT |  |  | AVERAGE IMPORTANCE |  |  | VITAL |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

(ROTATE)

|  | Preparation for |  |  |
|---|---|---|---|
|  | Future Academic Work | Future Employment | Personal Responsibilities & Fulfillment |
| Program/Service | A | B | C |
| 1. Art . . . . . . . . . . . . | 54-___ | 55-___ | 56-___ |
| 2. Business Education. . . . | 57-___ | 58-___ | 59-___ |
| 3. Career Education . . . . | 60-___ | 61-___ | 62-___ |
| 4. Computer education. . . . | 63-___ | 64-___ | 65-___ |
| 5. English . . . . . . . . . | 66-___ | 67-___ | 68-___ |
| 6. Foreign Languages . . . . | 69-___ | 70-___ | 71-___ |
| 7. Health . . . . . . . . . | 72-___ | 73-___ | 74-___ |
| 8. Home Economics. . . . . . | 75-___ | 76-___ | 77-___ |
| 9. Industrial arts . . . . . | 78-___ | 79-___ | 80-___ |
| 10.Instrumental Music. . . . | 81-___ | 82-___ | 83-___ |
| 11.Mathematics . . . . . . . | 84-___ | 85-___ | 86-___ |
| 12.Physical education . . . . | 87-___ | 88-___ | 89-___ |
| 13.Practical arts . . . . . . . | 90-___ | 91-___ | 92-___ |
| 14.Sex education. . . . . . . . | 93-___ | 94-___ | 95-___ |
| 15.Social studies . . . . . . . | 96-___ | 97-___ | 98-___ |
| 16.Science . . . . . . . . . . | 99-___ | 100-___ | 101-___ |
| 17.Vocal music. . . . . . . . | 102-___ | 103-___ | 104-___ |
| 18.Vocational Education . . . | 105-___ | 106-___ | 107-___ |
| 19.History, culture, civics | 108-___ | 109-___ | 110-___ |
| 20.Contributions of minorities . . . . . . . . . . . . . . . . | 111-___ | 112-___ | 113-___ |
| 21.Patriotism . . . . . . . | 114-___ | 115-___ | 116-___ |
| 22.Effects of drugs and alcohol . . . . . . . . . . . . . . . . | 117-___ | 118-___ | 119-___ |
| 23.Dropout prevention . . . . | 120-___ | 121-___ | 122-___ |
| 24.Standardized testing . . . | 123-___ | 124-___ | 125-___ |
| 25.Career counseling . . . | 126-___ | 127-___ | 128-___ |
| 26.Counseling for personal problems . . . . . . . . . . . . . . . . | 129-___ | 130-___ | 131-___ |
| 27.Outdoor education . . . . | 132-___ | 133-___ | 134-___ |
| 28.Athletics. . . . . . . . | 135-___ | 136-___ | 137___ |
| 29.Student activities & clubs | 138-___ | 139-___ | 140-___ |
| Programs for students with Special needs: |  |  |  |
| 30.Remedial skills. . . . . . | 141-___ | 142-___ | 143-___ |
| 31.Gifted and Talented. . . . | 144-___ | 145-___ | 146-___ |
| 32.Handicapped. . . . . . . . | 147-___ | 148-___ | 149-___ |

16. How would you compare the importance of preparing students for the three areas you have been considering? First, let's compare preparing students for future academic work in a higher grade or in postsecondary education, with preparing them for future employment. Would you rate them equally important or do you feel that one is more important than the other?

150-1- Equally important
2- Academic more important
3- Employment more important
8- DK\NS
9- NR

17. (IF ACADEMIC OR EMPLOYMENT MORE IMPORTANT) Do you strongly or slightly favor one over the other?

151-1- Strongly
2- Slightly
8- DK\NS
9- NR

18. OK, now let's compare the importance of preparing students for the challenges they will face in their personal lives. Are the school's efforts in this area equally important as preparing students for future academic work, less important, or more important?

152-1- Equally important
2- More important
3- Less important
8- DK\NS
9- NR

19. And how does preparation for employment compare with personal life as far as the schools should be concerned?

153-1- Equally important
2- More important
3- Less important
8- DK\NS
9- NR

## Funding-Part I:  Impact on Programs and Services

Now I'd like to ask you a few questions about funding for District 11.

20. Suppose the state legislature continues to decrease the proportion of money it gives to District 11. Should the schools decrease and eliminate programs and services, or request an increase in local taxes?

154- 1. Decrease/eliminate programs and services
2. Request additional taxes
3. Both
4. Other (specify) ___________
8. DK/NS
9. NR

FOR THE PROGRAMS AND SERVICES SERIES,

IF RESPONDENT ANSWERS 1, ASK Q22, VERSION 2.
IF RESPONDENT ANSWERS 2, ASK Q21, VERSION 1.
IF RESPONDENT ANSWERS 3, ASK Q23, VERSION 3.
IF RESPONDENT ANSWERS 4, ASK VERSION 1, 2, or 3,
WHICHEVER IS MOST IN LINE WITH THEIR RECOMMENDATION.

## VERSION I

21. Programs and Services
Let's look again at the programs and services you rated. (RESPONDENT STILL HAS THEIR RATINGS, WORKSHEET A). This time I want you to tell me which programs and services you believe are so important that you would be willing to pay extra taxes for them.

I will check them off as you read them to me.

| Program/Service | Mentioned | Not Mentioned | DK/NS | NR |
|---|---|---|---|---|
| 1. Art . . . . . . . . . . . . . . . . . . . | 155- 1 | 2 | 8 | 9 |
| 2. Business Education . . . . . . . . . | 156- 1 | 2 | 8 | 9 |
| 3. Career Education . . . . . . . . . . | 157- 1 | 2 | 8 | 9 |
| 4. Computer education. . . . . . . . . . | 158- 1 | 2 | 8 | 9 |
| 5. English . . . . . . . . . . . . . . . | 159- 1 | 2 | 8 | 9 |
| 6. Foreign Languages . . . . . . . . . . | 160- 1 | 2 | 8 | 9 |
| 7. Health . . . . . . . . . . . . . . . | 161- 1 | 2 | 8 | 9 |
| 8. Home Economics. . . . . . . . . . . . | 162- 1 | 2 | 8 | 9 |
| 9. Industrial arts . . . . . . . . . . . | 163- 1 | 2 | 8 | 9 |
| 10.Instrumental Music. . . . . . . . . . | 164- 1 | 2 | 8 | 9 |
| 11.Mathematics . . . . . . . . . . . . . | 165- 1 | 2 | 8 | 9 |
| 12.Physical education. . . . . . . . . . | 166- 1 | 2 | 8 | 9 |
| 13.Practical arts. . . . . . . . . . . . | 167- 1 | 2 | 8 | 9 |
| 14.Sex education . . . . . . . . . . | 168- 1 | 2 | 8 | 9 |
| 15.Social studies. . . . . . . . . . . . | 169- 1 | 2 | 8 | 9 |
| 16.Science . . . . . . . . . . . . . . . | 170- 1 | 2 | 8 | 9 |
| 17.Vocal music . . . . . . . . . . . . . | 171- 1 | 2 | 8 | 9 |
| 18.Vocational Education. . . . . . . . . | 172- 1 | 2 | 8 | 9 |
| 19.History, culture, civics. . . . . . . | 173- 1 | 2 | 8 | 9 |
| 20.Contributions of minorities . . . . . | 174- 1 | 2 | 8 | 9 |
| 21.Patriotism. . . . . . . . . . . . . . | 175- 1 | 2 | 8 | 9 |
| 22.Effects of drugs and alcohol. . . . . | 176- 1 | 2 | 8 | 9 |
| 23.Dropout prevention. . . . . . . . . . | 177- 1 | 2 | 8 | 9 |
| 24.Standardized testing. . . . . . . . . | 178- 1 | 2 | 8 | 9 |
| 25.Career counseling . . . . . . . . . . | 179- 1 | 2 | 8 | 9 |
| 26.Counseling for personal problems. . . . . . . . . . . | 180- 1 | 2 | 8 | 9 |
| 27.Outdoor education . . . . . . . . . . | 181- 1 | 2 | 8 | 9 |
| 28.Athletics . . . . . . . . . . . . . . | 182- 1 | 2 | 8 | 9 |
| 29.Student activities & clubs. . . . . . | 183- 1 | 2 | 8 | 9 |
| Programs for students with Special needs: | | | | |
| 30.Remedial skills. . . . . . . . . . . . | 184- 1 | 2 | 8 | 9 |
| 31.Gifted and Talented. . . . . . . . . . | 185- 1 | 2 | 8 | 9 |
| 32.Handicapped. . . . . . . . . . . . . . | 186- 1 | 2 | 8 | 9 |

b. What kind of tax would you support for education: an increase in the property tax, increased state taxes, or some other tax?

187-1. Property
2. State tax
3. Other (specify) ________________
8. DK/N
9. NR

## VERSION 2

22. Programs and Services

Let's look again at the programs and services you rated. (RESPONDENT STILL HAS THEIR OWN RATINGS, WORKSHEET A). This time I want you to tell me which programs and services you believe we should consider decreasing or eliminating. I will check them off on my copy.

| Program/Service | | Mentioned | Not mentioned | DK/NS | NR |
|---|---|---|---|---|---|
| 1. Art | 188- | 1 | 2 | 8 | 9 |
| 2. Business Education | 189- | 1 | 2 | 8 | 9 |
| 3. Career Education | 190- | 1 | 2 | 8 | 9 |
| 4. Computer education | 191- | 1 | 2 | 8 | 9 |
| 5. English | 192- | 1 | 2 | 8 | 9 |
| 6. Foreign Languages | 193- | 1 | 2 | 8 | 9 |
| 7. Health | 194- | 1 | 2 | 8 | 9 |
| 8. Home Economics | 195- | 1 | 2 | 8 | 9 |
| 9. Industrial arts | 196- | 1 | 2 | 8 | 9 |
| 10. Instrumental Music | 197- | 1 | 2 | 8 | 9 |
| 11. Mathematics | 198- | 1 | 2 | 8 | 9 |
| 12. Physical education | 199- | 1 | 2 | 8 | 9 |
| 13. Practical arts | 200- | 1 | 2 | 8 | 9 |
| 14. Sex education | 201- | 1 | 2 | 8 | 9 |
| 15. Social studies | 202- | 1 | 2 | 8 | 9 |
| 16. Science | 203- | 1 | 2 | 8 | 9 |
| 17. Vocal music | 204- | 1 | 2 | 8 | 9 |
| 18. Vocational Education | 205- | 1 | 2 | 8 | 9 |
| 19. History, culture, civics | 206- | 1 | 2 | 8 | 9 |
| 20. Contributions of minorities | 207- | 1 | 2 | 8 | 9 |
| 21. Patriotism | 208- | 1 | 2 | 8 | 9 |
| 22. Effects of drugs and alcohol | 209- | 1 | 2 | 8 | 9 |
| 23. Dropout prevention | 210- | 1 | 2 | 8 | 9 |
| 24. Standardized testing | 211- | 1 | 2 | 8 | 9 |
| 25. Career counseling | 212- | 1 | 2 | 8 | 9 |
| 26. Counseling for personal problems | 213- | 1 | 2 | 8 | 9 |
| 27. Outdoor education | 214- | 1 | 2 | 8 | 9 |
| 28. Athletics | 215- | 1 | 2 | 8 | 9 |
| 29. Student activities & clubs | 216- | 1 | 2 | 8 | 9 |
| Programs for students with Special needs: | | | | | |
| 30. Remedial skills | 217- | 1 | 2 | 8 | 9 |
| 31. Gifted and Talented | 218- | 1 | 2 | 8 | 9 |
| 32. Handicapped | 219- | 1 | 2 | 8 | 9 |

## Version 3

23. Programs and Services

Let's look again at the programs and services you rated. (RESPONDENT STILL HAS THEIR OWN RATINGS, WORKSHEET A) This time I want you to tell me which programs and services you believe we should consider decreasing or eliminating and which ones you would be willing to pay more taxes to continue. I will check them off on my copy.

| Program/Service | | Decrease | More taxes | As Is | DK\NS | NR |
|---|---|---|---|---|---|---|
| 1. Art . . . . . . . . . . . | 220 | 1 | 2 | 3 | 8 | 9 |
| 2. Business Education. . . . | 221 | 1 | 2 | 3 | 8 | 9 |
| 3. Career Education. . . . . | 222 | 1 | 2 | 3 | 8 | 9 |
| 4. Computer education. . . . | 223 | 1 | 2 | 3 | 8 | 9 |
| 5. English . . . . . . . . . | 224 | 1 | 2 | 3 | 8 | 9 |
| 6. Foreign Languages . . . . | 225 | 1 | 2 | 3 | 8 | 9 |
| 7. Health. . . . . . . . . . | 226 | 1 | 2 | 3 | 8 | 9 |
| 8. Home Economics. . . . . . | 227 | 1 | 2 | 3 | 8 | 9 |
| 9. Industrial arts . . . . . | 228 | 1 | 2 | 3 | 8 | 9 |
| 10.Instrumental Music. . . . | 229 | 1 | 2 | 3 | 8 | 9 |
| 11.Mathematics . . . . . . . | 230 | 1 | 2 | 3 | 8 | 9 |
| 12.Physical education. . . . | 231 | 1 | 2 | 3 | 8 | 9 |
| 13.Practical arts. . . . . . | 232 | 1 | 2 | 3 | 8 | 9 |
| 14.Sex education . . . . . . | 233 | 1 | 2 | 3 | 8 | 9 |
| 15.Social studies. . . . . . | 234 | 1 | 2 | 3 | 8 | 9 |
| 16.Science . . . . . . . . . | 235 | 1 | 2 | 3 | 8 | 9 |
| 17.Vocal music . . . . . . . | 236 | 1 | 2 | 3 | 8 | 9 |
| 18.Vocational Education. . . | 237 | 1 | 2 | 3 | 8 | 9 |
| 19.History, culture, civics. | 238 | 1 | 2 | 3 | 8 | 9 |
| 20.Contributions of minorities . . . . . . . . . . . . . . | 239 | 1 | 2 | 3 | 8 | 9 |
| 21.Patriotism. . . . . . . . | 240 | 1 | 2 | 3 | 8 | 9 |
| 22.Effects of drugs and alcohol . . . . . . . . . . . . . . | 241 | 1 | 2 | 3 | 8 | 9 |
| 23.Standardized testing . . | 242 | 1 | 2 | 3 | 8 | 9 |
| 24.Career counseling . . . . | 243 | 1 | 2 | 3 | 8 | 9 |
| 25.Counseling for personal problems. . . . . . . . | 244 | 1 | 2 | 3 | 8 | 9 |
| 26.Dropout prevention. . . . | 245 | 1 | 2 | 3 | 8 | 9 |
| 27.Outdoor education . . . . | 246 | 1 | 2 | 3 | 8 | 9 |
| 28.Athletics . . . . . . . . | 247 | 1 | 2 | 3 | 8 | 9 |
| 29.Student activities & clubs . . . . . . . . . . . . . . | 248 | 1 | 2 | 3 | 8 | 9 |
| Programs for students with Special needs: | | | | | | |
| 30.Remedial skills . . . . . | 249 | 1 | 2 | 3 | 8 | 9 |
| 31.Gifted and Talented . . . | 250 | 1 | 2 | 3 | 8 | 9 |
| 32.Handicapped . . . . . . . | 251 | 1 | 2 | 3 | 8 | 9 |

b. What kind of tax would you support for education: an increase in the property tax, increased state taxes, or some other tax?

252 1. Property
2. State tax
3. Other (specify)______________
8. DK/NS
9. NR

## Funding-Part II

24. If an election were held today would you vote for or against an increase in the mill levy resulting in an average increase of $50.00 per year on the taxes for an $80,000 house?

253-1. Yes
2. No
8. DK/NS
9. NR

25. (IF YES OR NO) How sure are you of your vote: very sure, somewhat sure, not very sure, or not at all sure?

254- 1. Very sure
2. Somewhat sure
3. Not very sure
4. Not at all sure
8. DK\NS
9. NR

26. (IF DK\NS) Are you leaning towards voting for or against a levy increase?

255- 1. Towards support
2. Against support
8. DK\NS
9. NR

27. How likely would you be to support a tax increase for District 11 if you knew that District 11 spends less to educate students than 148 out of 176 school districts in Colorado: very likely, somewhat likely, not very likely, or not at all likely?

256- 1. Very likely
2. Somewhat likely
3. Not very likely
4. Not at all likely
8. DK\NS
9. NR

28. Did you vote in the county tax election in September?

257- 1. Yes
2. No
8. DK/NS
9. NR

29. Do you usually vote in school tax elections?

258- 1. Yes
2. No
8. DK/NS
9. NR

30. (HAND RESPONDENT SHOWCARD D) Here are the expenditures per pupil per hour that District 11 spends. Are there any amounts that you think should be increased or decreased?

| | | Increase | Decrease | As Is | DK\NS | NR |
|---|---|---|---|---|---|---|
| $2.03 | Instruction. . . . . . . . | 259- 1 | 2 | 3 | 8 | 9 |
| .27 | Special Education. . . . | 260- 1 | 2 | 3 | 8 | 9 |
| .19 | Pupil Service. . . . . . . | 261- 1 | 2 | 3 | 8 | 9 |
| .18 | Instructional Support. . | 262- 1 | 2 | 3 | 8 | 9 |
| .07 | Transportation . . . . . . | 263- 1 | 2 | 3 | 8 | 9 |
| .25 | School building administration. . . | 264- 1 | 2 | 3 | 8 | 9 |
| .38 | Building maintenance & operation . . . . | 265- 1 | 2 | 3 | 8 | 9 |
| .27 | Other administrative costs . . . . . . . . | 266- 1 | 2 | 3 | 8 | 9 |
| $3.64 | Total | | | | | |

31. How would you rate the value that taxpayers in Colorado Springs get back for the money invested in public schools?

267- 1. Excellent
2. Pretty good
3. Only fair
4. Poor
8. DK/NS
9. NR

## Facilities

32. When schools become overcrowded, what is the best way to alleviate the problem? Please rank order these options from 1 to 4 to show your preference. (HAND RESPONDENT SHOWCARD E)

1. Redraw boundaries and bus children to less crowded schools.
2. Pay for portable classrooms.
3. Build new schools in growing areas and close schools in declining areas.
4. Other: ____________________________

(ENTER NUMBER)
268- BEST- ___
269- SECOND BEST- ___
270- THIRD BEST- ___
271- FOURTH BEST- ___

33. If you knew it cost as much as $23 million to maintain and improve aging facilities and equipment in District 11, would you prefer taking money from program and salaries, or increasing property taxes to support bonds for upgrading facilities and equipment?

272- 1. Money from program\salaries
2. Increase taxes
8. DK\NS
9. NR

Opinion Statements

Now I'm going to ask you for some of your perceptions about public education.

34. Would you say that the quality of education in District 11 has improved from, say, five years ago, gotten worse, or stayed about the same?

273- 1. Improved
2. Gotten worse
3. Stayed about the same
8. DK/NS
9. NR

35. Some people say that raising graduation requirements will encourage students from low income backgrounds to do better in school. Others say that raising the requirements will put these students at such a disadvantage that they will become discouraged about school or even drop out. Do you think that raising graduation requirements will encourage students from poor backgrounds to do better in school, or will it cause them to become discouraged or to drop out?

274- 1. Yes, encourage
2. No, dropout
8. DK/NS
9. NR

36. It has been proposed that District 11 include courses on "character education" to help students develop personal values and ethical behavior such as honesty. Do you think that courses on values and ethical behavior should be taught in the public schools, or do you think that this should be left to the students' parents and the churches?

275- 1. Public schools
2. Parents and churches
3. Both (if volunteered)
8. DK/NS
9. NR

37. As you know, there has been much talk about getting back to teaching "basics" -- more reading, writing, and arithmetic. Do you think just concentrating on basics will be enough for the future labor force or do you think students will need in addition to learn skills that allow them to work independently and solve complex problems on their own?

276- 1. Basics will be enough
2. Additional skills needed to work independently
8. DK/NS
9. NR

In the past, it was sufficient to have an education where you learned specific facts and skills that taught a person how to carry out jobs in a mass production economy. Now, it is said, that isn't enough for the future. Let me read you some of the things that some people now say are important for education. For each, tell me if you feel that it will be more important, just as important, or less important compared to the past?

38. To write and reason well.

277- 1. More important
2. Just as important
3. Less Important
8. DK/NS
9. NR

39. To really understand math, science and technology and be able to use what you know.

278- 1. More important
2. Just as important
3. Less important
8. DK/NS
9. NR

40. To learn how to participate effectively in civic affairs.

279- 1. More important
2. Just as important
3. Less important
8. DK/NS
9. NR

41. To learn how to figure out what you need to know and how to find it out.

280- 1. More important
2. Just as important
3. Less important
8. DK/NS
9. NR

42. To educate people who can think their way creatively through tough problems.

281- 1. More important
2. Just as important
3. Less important
8. DK/NS
9. NR

43. Do you think these kinds of skills are needed by all students or just the college bound?

282- 1. Needed by all
2. Needed just by college bound
8. DK/NS
9. NR

Let's discuss how confident you are that District 11 schools can teach the large majority of students the kind of skills we just discussed.

(HAND RESPONDENT SHOWCARD F)

44. How confident are you that District 11 schools can teach most students to write and reason well, --very confident, somewhat confident, not too confident, or not confident at all?

283- 1. Very confident
2. Somewhat confident
3. Not too confident
4. Not confident at all
8. DK/NS
9. NR

45. How confident are you that District 11 schools can teach most students to really understand math, science, technology and be able to use what they know -- very confident, somewhat confident, not too confident, or not confident at all?

284- 1. Very confident
2. Somewhat confident
3. Not too confident
4. Not confident at all
8. DK/NS
9. NR

46. How confident are you that District 11 schools can teach most students to participate effectively in civic affairs -- very confident, somewhat confident, not too confident, or not confident at all?

285- 1. Very confident
2. Somewhat confident
3. Not too confident
4. Not confident at all
8. DK/NS
9. NR

47. How confident are you that District 11 schools can teach most students to learn how to figure out what they need to know and how to find it out -- very confident, somewhat confident, not too confident, or not confident at all?

286- 1. Very confident
2. Somewhat confident
3. Not too confident
4. Not confident at all
8. DK/NS
9. NR

48. How confident are you that District 11 schools can teach most students to be educated people who can think their way creatively through tough problems?

287- 1. Very confident
2. Somewhat confident
3. Not too confident
4. Not confident at all
8. DK/NS
9. NR

49. From what you know of the education that minority children receive, do you think that District 11 is doing the job to educate these children to be part of the new work force this country will need or not?

288- 1. Is educating them to be part of new work force
2. Not educating well enough
8. DK/NS
9. NR

50. If minority children are not well educated, do you think this will have a major effect, a minor effect, or not much effect on the United States' ability to compete in world markets?

289- 1. Major effect
2. Minor effect
3. Not much effect
8. DK/NS
9. NR

51. How serious would you say is the problem of competition for U.S. business from abroad --- very serious, somewhat serious, not very serious, or not serious at all?

290- 1. Very serious
2. Somewhat serious
3. Not very serious
4. Not serious at all
8. DK/NS
9. NR

52. What can public education do to make us more competitive? (RECORD IN SPACE BELOW\PROBE)

DO NOT RECORD
IN THIS SPACE

| ___ | ___ | ___ | ___ |
|---|---|---|---|
| 291 | 292 | 293 | 294 |

53. How important do you think it is to improve the skills of the work force by improving the quality of public education -- very important, somewhat important, not too important, or not important at all?

295- 1. Very important
2. Somewhat important
3. Not too important
4. Not important
8. DK/NS
9. NR

54. Do you agree or disagree that in order to educate students to new and different skills and capabilities as we discussed earlier, the overall quality of teaching has to change as well?

296- 1. Agree
2. Disagree
8. DK/NS
9. NR

55. Some people say that the need to improve education levels is so great that we should raise employment standards and make teaching a career with better pay and more independence. They argue that, in this way, more talented people will be attracted to teaching. Do you agree or disagree with this approach?

297- 1. Agree
2. Disagree
8. DK/NS
9. NR

56. How important do you think it is for business leaders to play a prominent role in seeking education improvement -- very important, somewhat important, not too important, or not important at all?

298- 1. Very important
2. Somewhat important
3. Not too important
4. Not important
8. DK/NS
9. NR

57. Would you support the district working together with businesses to provide after school study centers where kids could get extra help even if it meant additional school money being used?

299- 1. Yes, support
2. No
8. DK/NS
9. NR

58. If the superintendent of District 11 asked you to take an active role in a districtwide education improvement program, how likely would you be to accept -- very likely, somewhat likely, not very likely, or not at all likely?

300- 1. Very likely
2. Somewhat likely
3. Not very likely
4. Not at all likely
8. DK/NS
9. NR

59. What kind of summer school, if any should District 11 have, one offering makeup courses, enrichment courses, or both?

```
                301- 1.  Makeup courses
                     2.  Courses for enrichment
                     3.  Both
     Skip to Q62-------4.  None
```

60. Which grade levels should be served by the summer program: elementary, secondary or both?

```
                302-  1.  Elementary (K-6)
                      2.  Secondary (7-12)
                      3.  Both
                      8.  DK/NS
                      9.  NR
```

61. If you knew the state will not reimburse District 11 for summer school and that the approximate cost of a course is $65, do you support a program entirely paid through student fees?

```
                303- 1.  Yes
                     2.  No
                     8.  DK\NS
                     9.  NR
```

62. As our population keeps getting older, should public education play an increasing role in educating and retraining adults?

```
                304- 1.  Yes
                     2.  No
                     8.  DK/NS
                     9.  NR
```

## Demographic Characteristics

Finally, I have a few questions for statistical purposes only.

63. Are you a property owner who pays local property taxes?

```
                305- 1.  Yes
                     2.  No
                     8.  DK/NS
                     9.  NR
```

64. Are you a registered voter?

```
                306- 1.  Yes
                     2.  No
                     8.  DK/NS
                     9.  NR
```

65. (HAND RESPONDENT SHOWCARD G) Which category includes your age? Just call out the letter.

307- 1. A- 18-24
2. B- 25-29
3. C- 30-34
4. D- 35-39
5. E- 40-44
6. F- 45-54
7. G- 55-64
8. H- 65-plus
9. NR

66. (HAND RESPONDENT SHOWCARD H) Which category includes your level of education? Just call out the letter.

308- 1. A- Some grade school
2. B- Some high school
3. C- High school graduate
4. D- Tech-vocational
5. E- Some college
6. F- College graduate
7. G- Graduate/professional
9. H- NR

67. Finally, do you have any other thoughts you would like to share with me about public education and the schools in District 11? (RECORD IN SPACE BELOW\PROBE)

DO NOT RECORD
IN THIS SPACE

___ ___ ___ ___ ___ ___
309 310 311 312 313 314

(Record attendance area, and gender of respondent below)

| HIGH SCHOOL ATTENDANCE AREA | GENDER |
|---|---|
| 315- 1. Coronado | 316- 1. Male |
| 2. Doherty | 2. Female |
| 3. Mitchell | |
| 4. Palmer | |
| 5. Wasson | |

THANK YOU FOR YOUR COOPERATION!!!!

TELEPHONE NUMBER OF RESPONDENT
(FOR VERIFICATION PURPOSES ONLY): ________________________________.

Verification Receipt:

Interviewer's signature: ________________________________

By this signature, I hereby certify that I have properly filled out the survey honestly, completely and correctly. I understand that should I falsify, or in any manner misrepresent the information gathered on this instrument, I will be solely liable for damages that might accrue to Data Decisions Group, Inc.

Verified by________________________ Date:____________________

# WORKSHEET A

QUESTIONNAIRE NO. ___ ___ ___

| NOT AT ALL IMPORTANT | | | AVERAGE IMPORTANCE | | | VITAL |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| Program\Service | Preparation for<br>Future Academic Work<br>A | <br>Future Employment<br>B | <br>Personal Responsibilities & Fulfillment<br>C |
|---|---|---|---|
| 1. Art . . . . . . . . . . . . | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 |
| 2. Business Education. . . . | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 |
| 3. Career Education . . . . | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 |
| 4. Computer Education. . . . | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 |
| 5. English . . . . . . . . . . | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 |
| 6. Foreign Languages . . . . | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 |
| 7. Health . . . . . . . . . | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 |
| 8. Home Economics. . . . . . | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 |
| 9. Industrial arts . . . . . | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 |
| 10. Instrumental Music. . . . | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 |
| 11. Mathematics . . . . . . | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 |
| 12. Physical education . . . | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 |
| Practical arts. . . . . . | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 |
| 14. Sex education . . . . . . | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 |
| 15. Social studies. . . . . . | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 |
| 16. Science . . . . . . . . . | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 |
| 17. Vocal music . . . . . . . | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 |
| 18. Vocational Education. . . | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 |
| 19. History, culture, civics | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 |
| 20. Contributions of minorities | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 |
| . . . . . . . . . . . . . . | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 |
| 21. Patriotism. . . . . . . . | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 |
| 22. Effects of drugs and alcohol . . . . . . . . . . . . . . | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 |
| 23. Dropout prevention. . . . | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 |
| 24. Standardized testing. . . | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 |
| 25. Career counseling . . . . | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 |
| 26. Counseling for personal problems . . . . . . . . . . . . . . | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 |
| 27. Outdoor education . . . . | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 |
| 28. Athletics . . . . . . . . | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 |
| 29. Student activities & clubs | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 |
| Programs for students with Special needs: | | | |
| 30. Remedial skills . . . . . | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 |
| Gifted and Talented . . . | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 |
| 32. Handicapped . . . . . . . | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 |

## SHOWCARD A

1. Call school staff
2. Call district central administration
3. Look in the Gazette Telegraph
4. Look at weekly newspapers
5. Look at school newsletters
6. TV
7. Radio
8. Talk to my friends
9. Talk to my children
10. Talk to other people's children
11. Public meetings
12. Personal experiences with the schools
13. Other (specify)

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## SHOWCARD B

1. Newspaper
2. Radio
3. School newsletters
4. School mailings
5. Open House
6. PTO/PTA meetings
7. Notes from teachers
8. Special written reports
9. Students
10. School employees
11. TV
12. Other adults/friends

## SHOWCARD C

1. My child's progress
2. Curriculum
3. Teacher/teaching methods
4. School rules/policies
5. Financial information
6. Extracurricular activities
7. Special services available
8. Everything
9. Other (record:____________)

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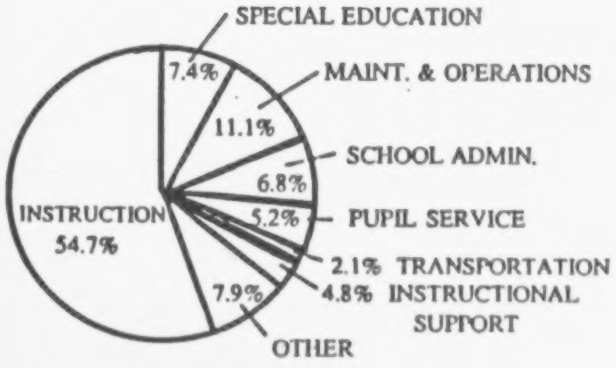
## SHOWCARD D



**EXPENDITURES**

| | |
|---|---|
| $2.03. . . . . | Instruction |
| .27. . . . . | Special Education |
| .19. . . . . | Pupil Service |
| .18. . . . . | Instructional Support |
| .07. . . . . | Transportation |
| .25. . . . . | School building administration |
| .38. . . . . | Building maintenance and operation |
| .27. . . . . | other administrative costs |
| $3.64 | |

## SHOWCARD E

1. Redraw boundaries and bus children to less crowded schools.
2. Pay for portable classrooms.
3. Build new schools in growing areas and close schools in declining areas.
4. Other: ______________________________

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## SHOWCARD F

1. Very confident
2. Somewhat confident
3. Not too confident
4. Not confident at all

## SHOWCARD G

A. 18 - 24
B. 25 - 29
C. 30 - 34
D. 35 - 39
E. 40 - 44
F. 45 - 54
G. 55 - 64
H. 65 - plus

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## SHOWCARD H

A. Some grade school
B. Some high school
C. High school graduate
D. Tech-vocational
E. Some college
F. College graduate
G. Graduate/professional